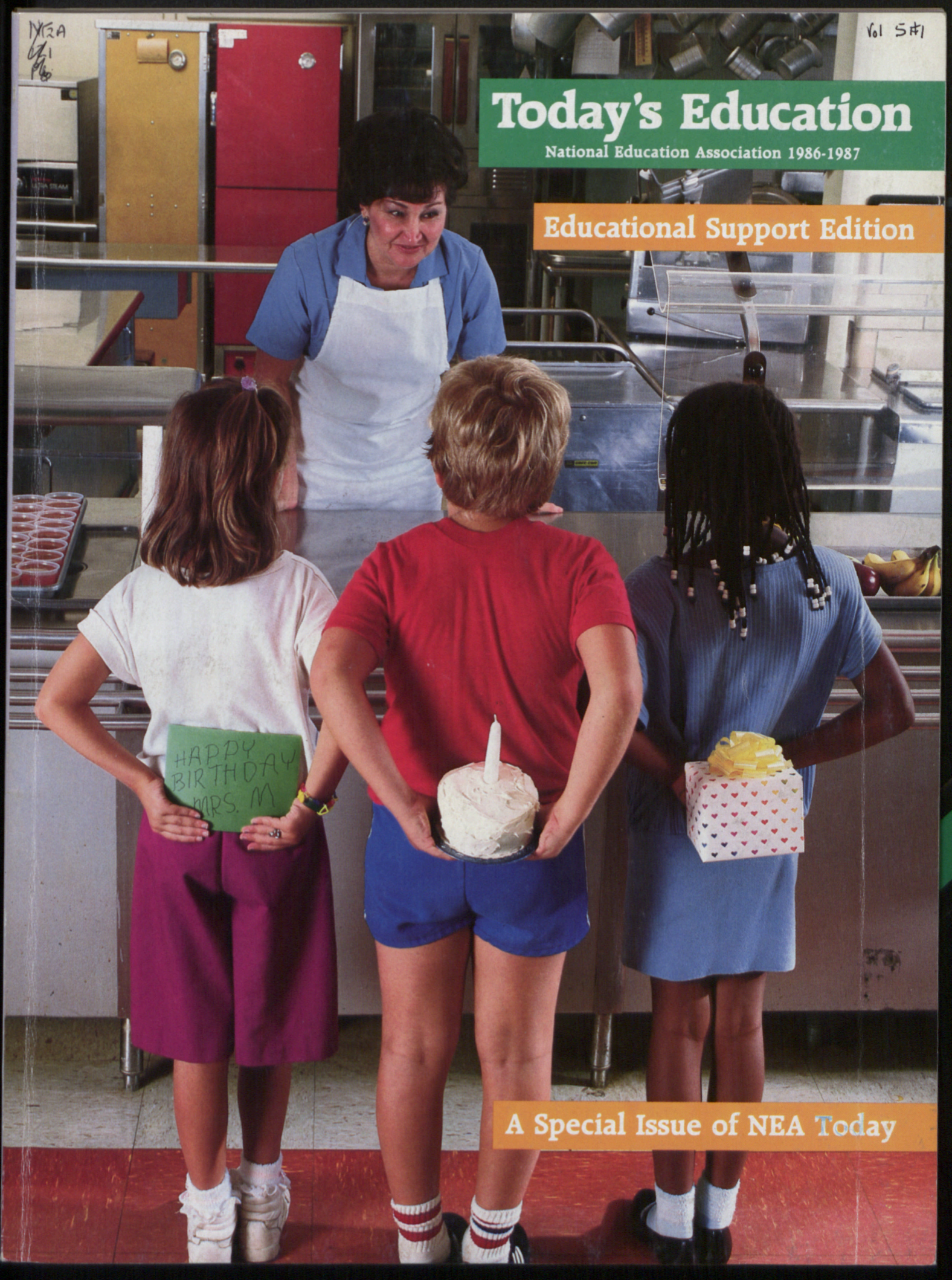
Vol 5 #1
Today's Education
National Education Association 1986-1987
Educational Support Edition
HAPPY BIRTHDAY MRS. M
A Special Issue of NEA Today

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A special welcome to all the new school support staff who have joined the NEA family this past year. You're now part of a 1.8 million-member national organization whose educational support personnel—ESP—ranks have swelled to more than 100,000 in just a few years.

This year's edition of *Today's Education* begins by recognizing the achievements of NEA ESP members in large and small communities throughout the United States. The second and third sections of *Today's Education* explore the all-important world of today's students and their families.

Want to know how your wages and salaries stack up to those paid other workers? Then check out the fourth section of this year's *Today's Education,* a national survey of ESP wages and salaries for 10 different job categories.

We follow this detailed salary information with a section that explains what your local can do to protect school support employees against health and safety hazards.

Finally, our last section of *Today's Education* covers the decisions made by delegates to NEA's highest policy-making body, the annual Representative Assembly. Attending last July's Assembly in Louisville were some 150 NEA ESP members, all active participants in the world's largest democratic body.

Bill Fischer
Editor, *Today's Education*

ESP

All in the Family

NEA's ESP family continues to grow, reaching more than 100,000 members this year—up from 40,000 just a few years ago. What types of jobs do these members hold? The largest number are paraprofessionals, followed by secretaries, custodial/maintenance workers, food service employees, and bus drivers.

Suzanne Kaszar

Suzanne Kaszar

Suzanne Kaszar

Suzanne Kaszar

Suzanne Kaszar

Highlands County ESP Eye First Pact

Negotiators for nearly 150 support staff in Highlands County, Florida, are hard at work on their first contract, with job security among their top priorities. In May, support staff voted overwhelmingly for representation by the Highlands County Educational Support Personnel Association (HCESPA), joining some 400 Highlands County teachers as members of FTP/NEA.

"Everybody we talked to felt we'd win—the time was ripe for representation," recalls HCESPA President Naomi Cunkleton, a paraprofessional at Hopewell Elementary School. "Then, right before the elections, the administration started having mandatory meetings for all support staff to tell us what benefits we have without the union.

"When we asked, 'Why are you making it a mandatory meeting?' the answer was, 'Because we pay your salaries.' In the end, that did them more harm than good. A lot of us were getting tired of being told 'Because we said so.' "

HCESPA is building its negotiations package on some proposals the teachers already have and some in the existing noninstructional handbook. Cunkleton says job security is a major issue.

"Every spring for seven years I've been told I might not have a job in the fall. We sometimes don't get our job for sure until October. This year that happened to one member who's worked here 20 years.

"But this is the last year that could happen, because next year we'll have a contract."

Renee C. Byer

Stemming the Tide Of Contracting Out

Contracting out of public services to the private sector is a real danger for school support staff. But members of the Creve Coeur (Ill.) Service Personnel Association (CCSPA) need no longer worry.

CCSPA's very first contract as an Illinois Education Association/NEA affiliate—negotiated last spring—includes strong language to prevent the hiring of outside contractors to do members' work.

Only in certain specified situations can outside contractors be hired—and even then hours of work will be protected.

CCSPA President Don Rybolt, pictured at left, explains: "Although contracting out isn't an immediate issue for us, strong contract language means job protection for the future."

Preschool Boom Benefits Michigan ESP Members

MEA

As more and more school districts begin offering preschool programs, demand for aides to work with preschoolers has increased.

In Southfield, Mich., paraprofessionals Joyce Nelson, left, and Melba Bartlett, right, say working with preschoolers is very demanding—physically and mentally. The children have short attention spans and are very active, and no physical education teacher comes to take over, as is often the case in K-12 grades.

As responsibilities for preschool instruction have increased, the Southfield ESP unit, representing all the parapros and aides, has gained some important breakthroughs for its members, including pay increases and financial aid for those who wish to continue their education.

Joyce Nelson has used district aid to take courses in early childhood education, thus qualifying for a promotion from aide to parapro.

ESP

NEA Representative Assembly Delegates Elect New ESP Board Members...

Joe Di Dio

Joe Di Dio

Joe Di Dio

The 1986 NEA Representative Assembly in Louisville drew a record number of delegates from ESP ranks and saw the election of two ESP members to fill new at-large positions on the NEA Board of Directors.

Peggy Bertollo (above left), a school bus driver in Delaware's Colonial District, was elected to a two-year term on the Board.

Bertollo has been transporting students for 14 years. Currently, she works six hours a day, Monday through Friday, driving every age group—kindergartners through high schoolers.

Five years ago, she helped organize the Colonial Transportation Association. The group consists of 49 school bus drivers.

For the past three years, she's served on NEA's Resolutions Committee.

"My concern is that everyone be treated fairly both within and outside the organization," says Bertollo. "I'm also interested in increased political action dealing with ESP issues."

Mary Ann Smith (above center), won election to the other at-large seat on the Board. Smith, a clerk/typist in the communications/public relations office of the Pinellas County, Fla., schools, has been active in NEA for 10 years.

Smith helped organize the Pinellas Educational Support Personnel Association (PESPA), now 10 years old, and served from 1980 to 1984 as its president. The unit numbers about 1,500 clerical aides, paraprofessionals, secretaries, and bookkeeping staff.

"Even though I'm an ESP director, I feel I'm on the Board to serve the entire membership," says Smith. "We can't just say, 'this is a teacher issue,' or 'this is an ESP issue.' We have to see ourselves as a family, because what happens to one job category affects us all."

Also at the RA, Nancy Marrone, a library specialist from Westbrook, Me. (above right), was elected to a second three-year term on the Board. She notes the increased resources and programs now available for ESP members.

"The NEA Board has become more aware of ESP issues and concerns," says Marrone. Continuing as ESP board members are Marium Renshaw from Washington State, and Peggy Brown from Michigan.

Las Virgenes ESP Choose NEA

"We needed a strong local Association tied to a strong national organization—and that's what we've got with NEA," says Audrey Meyers, a kitchen delivery driver in the Las Virgenes school district, north of Los Angeles.

The 240 Las Virgenes support employees voted to affiliate with NEA in June 1986. Meyers, who was president of the CSEA (California State Employees Association) local in Las Virgenes, is now acting president of the Las Virgenes Classified Association (LVCA/NEA). (Meyers is seated at lower right in the picture with other LVCA activists.)

"We wanted to affiliate with NEA because we weren't getting anything done with CSEA," says Meyers. "The election campaign was rough—the district tried everything to keep us with CSEA."

The new LVCA members began negotiations this fall for their first NEA contract. Wages, reclassifications, contract language, and agency fee are major Association issues.

Curt Grosjean

"Even though the district clearly preferred CSEA, I've noticed already that they give me a lot more respect since we've affiliated with NEA," says Meyers.

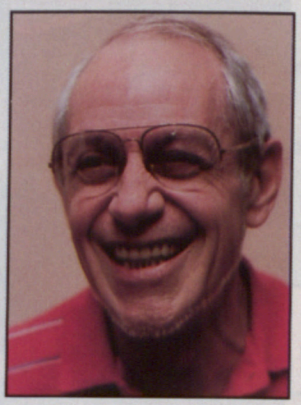
...Approve New NEA Bylaw On ESP Membership Rights

Over the course of four full days, NEA Representative Assembly delegates approved a new Legislative Program, passed a budget, and considered countless resolutions and new business items. Between RA sessions, ESP delegates met in caucus to consider the issues and map strategy to line up support from other delegations for key ESP concerns.

Their efforts paid off. Among the very important items for ESP members was passage of Bylaw Amendment 11-D, which deals with standards for state and local affiliation. The amendment, approved overwhelmingly by RA delegates, states that any affiliate enrolling ESP members and recruiting new ESP members must grant ESP full participation and membership rights. The provision becomes effective September 1, 1989, and strengthens NEA's commitment to represent all members of the education family.

Pictured here are a few of the more than 150 ESP delegates attending the RA. At left: Sue Frantz, Louisiana; Larry Duffy, Florida; below, from left: Maria Williams, Florida; James Owen, Kentucky; Helen Deese, Texas; Frank Olbris, Massachusetts; bottom of page, from left: David Peters, California; Deanna Farley, Massachusetts; Lillian Garcia, California.

Joe Di Dio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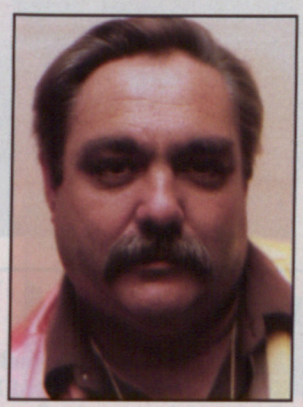
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ESP

That Special Person, That Special Time of Year

For nine years now, Karl Bell (pictured at right), the head custodian at Adlai Stevenson Elementary School in Southfield, Mich., has witnessed that very special season—the start of a new school year.

"I'm a 12-month employee, but I share the excitement of the new year," Bell says. "We spend half the summer getting the building in shape for that first day."

Before the students arrive, Bell and the two other maintenance workers survey the school plant from top to bottom, checking out the playground equipment, the seals on the windows, and the functioning of the boiler. They steam-clean the asphalt and remove graffiti from walls and desks.

"I like the day-to-day contact with the students and teachers," Bell says.

Bell already knows many of the older students at Stevenson on a first-name basis. Each fall he generally gets acquainted first with those who work in the kitchen, but it's not long before he's a familiar presence to the entire student body, right down to the newest kindergartner.

Children come to him with such solemn requests for help that he can't turn them down. Once a nine-year-old came to report he'd lost his brand-new catcher's mitt.

"Can you help me find my glove?" he sobbed. After a three-hour search, Bell was able to produce the glove for the beaming young boy—who only then admitted he attended school in another district.

Now, three years later, the boy's written expressions of thanks and love are still displayed in Bell's office.

World Teachers' Conference Gets ESP Input

Bryan Schlosser

Bryan Schlosser

NEA ESP Standing Committee member Norman Ose, far left, and newly elected NEA Board member Dot Prouty, left, were the first school support staff known to attend an Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP). Prouty and Ose spent the first 10 days of August in Regina, Saskatchewan, Canada, among the more than 550 delegates to WCOTP's 1986 meeting.

The two had the chance to meet representatives of 158 national teachers organizations in 101 countries, learning about the position of ESPs on every continent and urging that they be included along with their colleagues in organizations speaking for school employees.

Prouty, the bookkeeper for South Brunswick (N.J.) High School, is probably the first ESP member elected by a state's membership to represent them on the NEA Board of Directors. Ose, who has served for four years on the ESP Committee, works with special education preschoolers in Seattle.

Texas Aides Back Their Teachers

Last March, certified school employees in Texas took the infamous TECAT—the Texas Examination of Current Administrators and Teachers, a test they had to pass in order to retain their certification and their jobs.

The next day, at Glen Park and Kirkpatrick Elementary schools in Fort Worth, the self-styled "Pampering Paraprofessionals", instructional aides (some of whom are pictured at right) who belong to the Fort Worth Educational Paraprofessionals (affiliated with the Texas State Teachers Association and NEA), demonstrated their confidence in their teaching colleagues by serving them breakfast—and then lunch—in the teachers lounge.

Orlando ESP on the Move

Last year's election put the group in place as bargaining agent for Florida's largest ESP unit, representing the more than 4,000 Orange County support workers. Since then, the Orange Educational Support Personnel Association (OESPA) has been moving steadily forward.

A first, and very basic, goal is building membership. OESPA has already surpassed the total reached by the previous bargaining agent which OESPA replaced last winter.

Bruce Borich

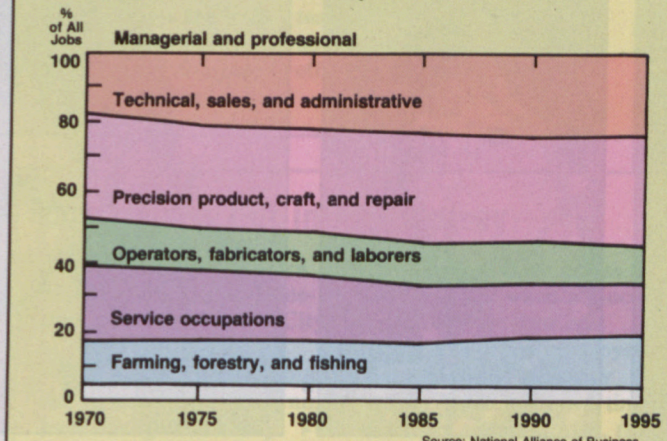
The success of the OESPA's second task should make the first much easier. After five mediation sessions, OESPA and the school district in late August reached tentative agreement on a new contract (still subject, at press time, to membership ratification). Among other benefits, the pact offers an average 10.2 percent salary increase (the highest ever for Orange County classified employees), $150 worth of multi-option health insurance, reappointment rights (including an appeals procedure), and fair procedures for transfer and promotion, discipline, and classification.

"I'm proud of this contract—it will help every employee," says OESPA President Narvis Blaine (pictured above), an attendance clerk at Orange Center Elementary School in Orlando.

OESPA works closely with the Orange County Classroom Teachers Association, which helped with phone calls during the certification campaign.

The Job Scene

Percentage Breakdown of Occupations, 1970-1995



Source: National Alliance of Business

It's About Time

School buses really are pretty safe places to be, say most statistics, thanks to the thousands of dedicated drivers who are trained to deal with the perils of the road and the noise of youngsters on board. But riding the bus would be a lot safer if school districts stopped hiring teenagers whose only qualification is having a driver's license.

Last spring some 35 elementary children were injured when a school bus overturned in Winston-Salem, N.C. The 16-year-old driver, on the job only three days, said, "I just came around the corner too fast."

Said one member of the district's school board: "This highlights the need for money to make sure we have competent drivers. We ought to look seriously at phasing out these very young students."

ESP

National Conference A Hit with ESP

The theme was "Politics and Power." The occasion was the 1986 NEA Educational Support Personnel Conference, held in Washington, D.C., April 18-20.

The 220 participants—NEA members from ESP locals around the country—concentrated their discussions on organizing and building strong Associations as well as developing political action plans.

"No matter what our job is, we're *all* educational support employees," NEA President Mary Hatwood Futrell told the conference. "I, too, am an educational support employee—and proud of it."

Representative Mary Rose Oakar (D-Ohio), who gave the keynote address, also focused her remarks on the importance of support staff in the educational system. "I'll bet you ten to one that your jobs are undervalued," she said.

The Congresswoman went on to emphasize the need for ESP to become actively involved in politics. Conference participants responded by raising close to $1,000 for NEA-PAC.

The conference's two days of workshops provided participants with the chance to discuss nuts-and-bolts Association issues such as building coalitions with community groups, working on political campaigns, setting collective bargaining strategies, coping with new technologies in the workplace, fighting discrimination, and organizing ESP in higher education.

Participants learned from each other and from workshop leaders—and agreed that the meeting was an outstanding success. The 1987 ESP Conference is scheduled for next April in San Diego.

Below are some of the ESP members who attended the Conference. First row, from left: Vera Brooks of Louisiana, Peggy Partlow of Washington State, Annie Barclay of Nevada; second row, from left: Ken Leash of Michigan, Louise Solari and Iona Holloway of Louisiana, and David MacDonald of California.

Joe Di Dio

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Illinois ESP Growth Continues

Ross Brown

An Illinois collective bargaining law that took effect in January 1984 has paved the way for phenomenal growth in that state's ESP membership. Before enactment of the law—which for the first time ever extended full bargaining rights to school support personnel—Illinois had 60 NEA ESP locals. In the 1985-86 school year, 50 more ESP locals were formed.

As its number of ESP members increases, the Illinois Education Association (IEA) is encouraging its affiliates to become wall-to-wall units. Among the benefits: more clout at the bargaining table and a unified position before management and the community.

Currently only 12 of the 800 IEA affiliates are wall-to-wall, but the trend is spreading. The 700-member Alton Education Association and the 46-member Washington Grade School District 52 Education Association are two new wall-to-wall bargaining units.

"Our all-inclusive bargaining unit closes the gap between certified and ESPs, making us one body," comments Alton's former ESP vice president, George Depper. "Now we can better understand each other's problems and save hours of bargaining time."

"Going wall-to-wall gives all of us an advantage," sums up Washington school secretary Bea Roosevelt (above left, with teacher Dottie Seaton). "A larger group is more effective."

Going Strong in Arizona

In Arizona, the suburban Phoenix school district of Paradise Valley lives up to its name about as much as any human enterprise can, according to Paradise Valley Support Employee Association (PVSEA) president Connie Wittig. "There's a cooperative spirit here among community, school board, and education employees," she says, "which is largely the result of cooperation and vigorous political action by PVSEA and the teachers unit, the Paradise Valley Education Association (PVEA)."

"The Associations share a political action committee, PV-PAC, which endorsed all five of the current school board members."

Last year PVSEA, PVEA, and the school district joined forces to honor—with a dinner and presentation of individual crystal apples—some 250 "learning leaders." These were parents, administrators, certified staff, and classifed staff—one in each category from each school—who were nominated for "going the extra mile" for education.

"This school board is unusual in putting the kids first," says Vicky Musen, a past president of PVSEA. Musen recalls that the close cooperation between PVSEA and PVEA began in 1982, when PVEA helped PVSEA win a representation election against an AFT local.

"Since then we've bargained a contract which is probably one of the better ESP contracts in the country," Musen claims.

Contracting Out in New Jersey

Three years ago Veronica Williams worked as a custodian for the Atlantic City schools. Today she still works in that position, but the terms of her employment have changed radically.

Williams and her fellow workers who make up the Atlantic City School Custodians and Firemen's Association (ACSF) are now employed by a private firm. The local's state affiliate, the New Jersey Education Association, amended its constitution so that it can represent employees in several private companies.

But Williams, who is president of ACSF, is quick to warn of the dangers of such contracting out.

Some immediate losses: The 65 members of the local felt they lost their access to management when a much beloved supervisor was fired. The school employees were suddenly told they would not be paid overtime for their services. Also, the private firm brought in a line of cleaning chemicals that Association members find abrasive. Morale plummeted.

But Williams is refusing to accept this bleak situation. She wrote a letter to the chairman of the school board, requesting a round-table discussion between employees and the school board.

"As workers we take pride in what we do, but unless we have a voice in management decisions, we'll find it hard to contribute fully," she wrote.

ESP

Vancouver Employees Determined To Join NEA

If it's true that "where there's a will there's a way," the Vancouver (Wash.) Association of Educational Office Personnel (VAEOP) will soon be the official collective bargaining representative of the more than 300 secretaries, clerks, and playground and special education assistants in the Vancouver School District.

VAEOP will also—if the Vancouver education employees have their way—be an officially recognized affiliate of the Washington Education Association's Classified Personnel Education Association (CPEA/WEA) and NEA.

They've been working to win this status for almost a year. Last January, by an overwhelming margin, they voted to affiliate with CPEA/WEA/NEA in an election conducted by the League of Women Voters.

But because the election wasn't held under the auspices of the state's Public Employment Relations Commission (PERC), the school district has refused to recognize or meet with VAEOP.

"The school district thought that refusing to recognize us would make us give up," says Roberta Wells, head secretary at Fort Vancouver High School. "It's done just the opposite—made us more cohesive and more determined."

Wells, who's worked in the school district for 23 years, is past president of the independent association that used to represent VAEOP members and has been active in the VAEOP organizing campaign.

"We want to affiliate with CPEA/WEA because we weren't getting anywhere negotiating as an independent unit," she says.

"We all work very hard," Wells adds. "We want to be recognized for it—and treated as professionals."

The Vancouver employees have filed for a PERC election, and at presstime were hoping it would be scheduled this Fall. But they have no doubt about how the election will turn out—whenever it's held.

Beth Hovee

VAEOP members pictured above are—front row, from left: Pauline Williams, Faye Needy, Carla Gooding, VAEOP president; second row, from left: Jodie Raddatz and Roberta Wells.

Missoula Aides Join MEA

Education support employees continue to join the Montana Education Association (MEA). Thirty special education aides and paraprofessionals in the Missoula (Montana) Elementary School District were the most recent to join when they chose MEA last spring.

The new unit is the fourth group of Missoula education employees to affiliate with MEA, which already represents elementary and high school teachers and elementary maintenance engineers.

The new group of MEA members—Missoula Elementary Aides and Paraprofessionals (MEAP)—decided to affiliate after seeing the success of the other Missoula MEA locals.

MEAP immediately began negotiations on a first contract. Salaries and job security are the major issues.

Maine Pay Equity Struggle Pays Off

A three-year reclassification study conducted by NEA's affiliate, ACSUM—Associated COLT (Clerical, Office, Laboratory and Technical Staff at the University of Maine)—will soon start to pay dividends. The first to benefit are the secretaries and the police officers who stand to gain significant pay increases, pending upcoming bargaining results.

The study found that females earn an average of $1 an hour less than males without regard to actual job requirements.

Says Mary Skaggs, a student personnel assistant at the Orono campus who serves on the committee: "Yesterday's underpaid workers are going to be recognized for the work they've done and see the difference in their paychecks. It's about time."

Some 75 of the university's 400 job titles have been revised according to nine factors ranging from knowledge and skills to supervisory responsibilities. The committee is working to complete the remaining reclassifications by July 1987.

All about You

A new brochure, published by NEA's membership/organizing office, discusses the key issues facing ESP and how NEA addresses ESP concerns. It's available in limited quantities for ESP organizing efforts. To obtain copies, write NEA Membership/Organizing, 1201 16th St., N.W., Washington, DC 20036.

Alabama ESPO: A Growing Force

During the 1985-86 school year membership in the Alabama Education Association (AEA-NEA) grew by more than 4,000 with ESP membership accounting for much of the membership hike. And there's good reason for the ESP member growth.

Working with teacher-members of AEA, Alabama ESPO (Educational Support Personnel Organization) has made some significant gains for its 13,000 members. Among recent victories: the Fair Dismissal Act, which protects support personnel from harassment, unfair treatment, and arbitrary firing.

Also, for the first time this year the state Department of Education will be

Joe Di Dio

required to collect and distribute data on school support staff. This should make it easier for ESP to get pay raises and other benefits because the legislature will have accurate figures to use in predicting costs.

ESPO's ties to NEA in Washington also brought an important breakthrough last year when NEA lobbyists succeeded in amending the national Fair Labor Standards Act guaranteeing minimum wage salaries and overtime pay for all support staff.

ESPO members chart their agenda each year through their own Delegate Assembly and the AEA Delegate Assembly. On the national level, ESPO delegates regularly attend the NEA Representative Assembly each summer.

Twelve ESPO members attended last summer's RA in Louisville, Ky. ESPO member Doris Alexander (pictured above, left) chaired the ESP caucus which met regularly during the RA.

ESP Membership Climbs in N.Y.

NEA-New York chalked up the most significant gain in membership in ten years during 1985-86, and two thirds of that growth has been ESP members.

For the second year in a row, the Association has added seven locals for a total 1985-86 ESP increase of 1,000 members.

NEA Organizational Specialist Kathy Foley credits the membership hike to NEA-New York's program of professional growth and comprehensive research services. "As ESP locals see what services NEA-New York is offering, they come over to us," she says.

Bayou Clout

Support staff in St. Helena's Parish, La., are part of a trailblazing endeavor—negotiating the first Association contract in a decade.

Although they're full members of the St. Helena Association of Educators, the support staff have their own officers, led by President Georgia Butler, right, to represent their interests directly. The support and professional groups work closely together and are bargaining a contract with language covering both units.

Butler, a Chapter 1 tutor at Greensburg Elementary School, points out that the staff of St. Helena's seven schools have

Joe Di Dio

some typical small-district concerns: "For example, people in different schools may have the same job title and different job descriptions, because they've never been standardized," she explains. "That's a situation that needs to be changed—and negotiations will give us the chance to do it."

ESP

Suzanne Kaszar

Ohio ESP Membership Jumps 400 Percent

The Ohio Education Association's (OEA) school support staff membership has jumped from 500 to 2,500 in just two years. The new members belong to 75 new units, 50 of which currently are certified to bargain, while the rest are in the process of becoming certified.

A state collective bargaining law that took effect in April 1984 paved the way for the membership gain.

OEA ESP units fall into one of three categories: those whose members include all categories of support workers, those that include more than one but not all categories, and those that include one category of ESP. A handful are true wall-to-wall, with both educational support personnel and teachers in one unit.

OEA has won 26 of the 35 ESP representation elections it's been involved in since the fall of 1984. The future looks even brighter as OEA steps up its efforts to organize another 60,000 school support staff.

Oklahoma ESP: A Year Later

In September 1986 support employees of the Oklahoma City public schools ratified the first contract bargained by their new local, Education Support Employees-Oklahoma Education Association. ESE-OEA had won a November 1985 election to represent the 2,400 staffers.

Reacting to the new contract, ESE-OEA Vice-President Gary Dixon, right, points out that "this was a year when the district was looking for givebacks."

Oklahoma City has a shrinking school population and declining state aid. This year's budget is down $6 million.

But with experienced OEA/NEA UniServ help, the ESE-OEA bargaining team became expert very fast.

"Not only did we not give back anything," says Dixon, who serves as a maintenance control analyst at building service headquarters, "we got average salary increases of three percent, a strengthened exclusivity clause, and guaranteed communication between employees and management in certain circumstances, such as when an employee is transferred to a different worksite."

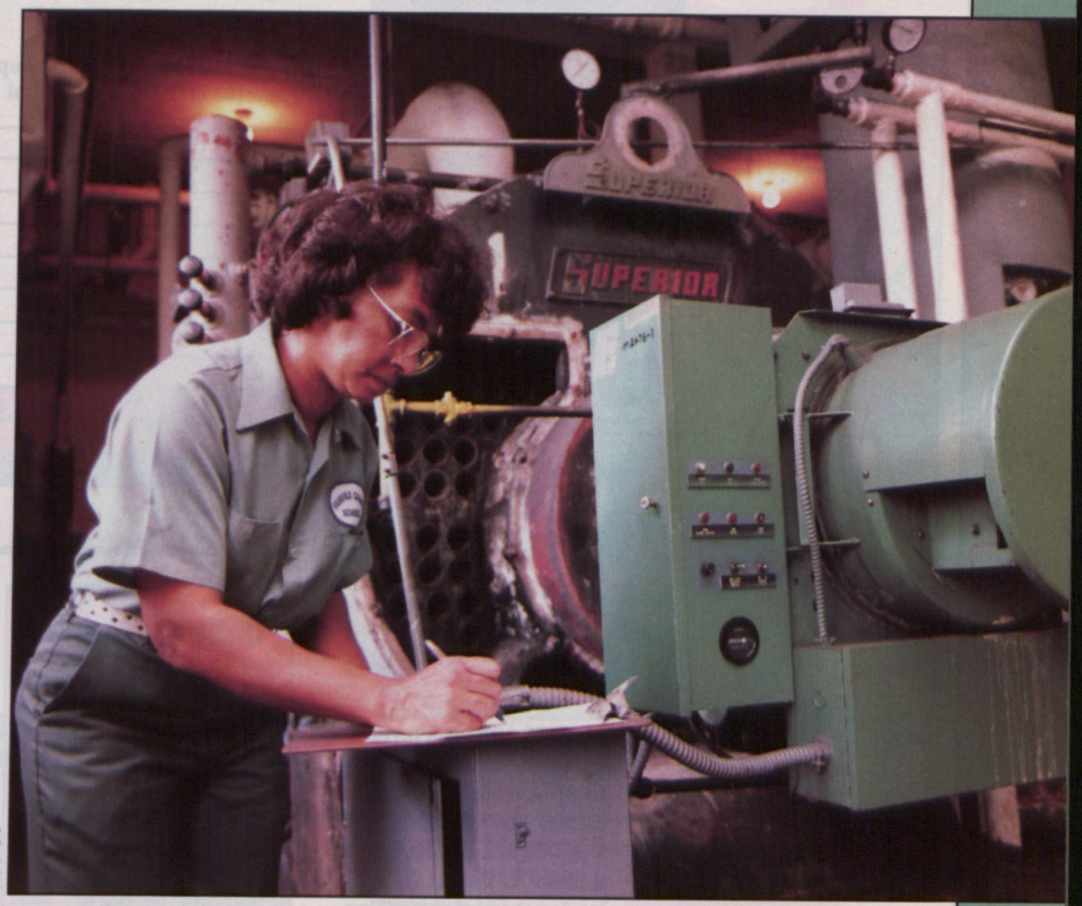
Steve Jennings

Kansas ESP Moves Ahead

In South Central Kansas, teacher units—and ESP units as soon as they are formed—have begun the practice of working together to spread ESP organizing to nearby districts.

This past summer, support staff employees in Emporia got help from teacher Carolyn Koch, president of Emporia-NEA, in setting up an ESP unit. Koch hosted an ice cream social at which members of teacher and ESP locals in Derby and Haysville—some 70 miles away—talked up the value of an Association connection. The enthusiasm was contagious: Emporia ESP-NEA was formed last July.

Its president, six-year-veteran schoolbus driver Nadine Johnson, reports: "We've already agreed with Emporia-NEA to make joint decisions on political action. Next spring," she continues, "there will be an election to fill four of the seven seats on our school board, and we want to elect the candidates who will listen to ESP problems."



Joe Di Dio

First NEA Contract in Ventura, Calif.

Members of the Ventura (Calif.) Classified Employees Association (VCEA) returned to work this fall under their first NEA contract—after bargaining for over a year.

The contract includes a retroactive salary increase of 10 percent for the 1985-86 school year and a one-time 3 percent bonus—a total 13 percent increase the first year. The contract was ratified by VCEA members with only one dissenting vote.

VCEA members also won an agency fee provision in their agreement. Workers ratified the provision 386 to 30 (California law requires agency fee to be voted on by all represented employees).

The 580 Ventura employees represented by VCEA include all of the school district's support personnel—clerical workers, instructional aides, and maintenance and food service workers.

The VCEA members forged strong ties with the local California Teachers Association unit, the Ventura Unified Education Association, during their organizing and bargaining efforts.

St. Louis Nurses Join NEA Family

Ninety-three school nurses are the latest employees to opt for Association representation in St. Louis, Mo. Their group is now one of three affiliated with NEA-St. Louis, whose membership also includes teacher and secretarial-clerical units.

Prior to joining NEA, the nurses were part of an AFT unit that included teacher aides, school security guards, and book clerk-treasurers who distribute and collect books in the schools.

"We feel we're better able to represent the nurses," explains NEA-St. Louis president Ptah Ra, "because we offer to the education community more resources and support services than anyone else. The nurses apparently agree with us."

Before affiliating with the Association, the nurses hadn't participated in the bargaining process. They do now. As we go to press, bargaining sessions are underway.

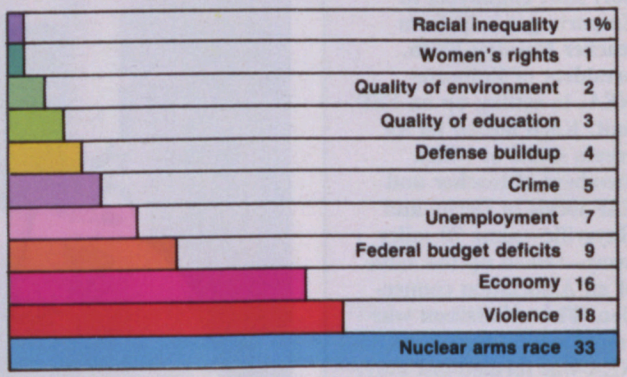
Students

Nancy J. Pierce

Mary Huynh, (pictured above), a kindergartner at Irwin Avenue Open Elementary in Charlotte, N.C., is one of nearly four million Asian/Pacific Islander students attending public schools and colleges, and that number's sure to grow as the country's minority population continues to increase. Minority student enrollment is 27% of total student enrollment, according to 1980 census figures.

Fearing the Worst

Asked to choose the most important issue in this country, a sample of 1985 high school seniors responded this way.



Source: *TeenAge* magazine

Unlikely Duo

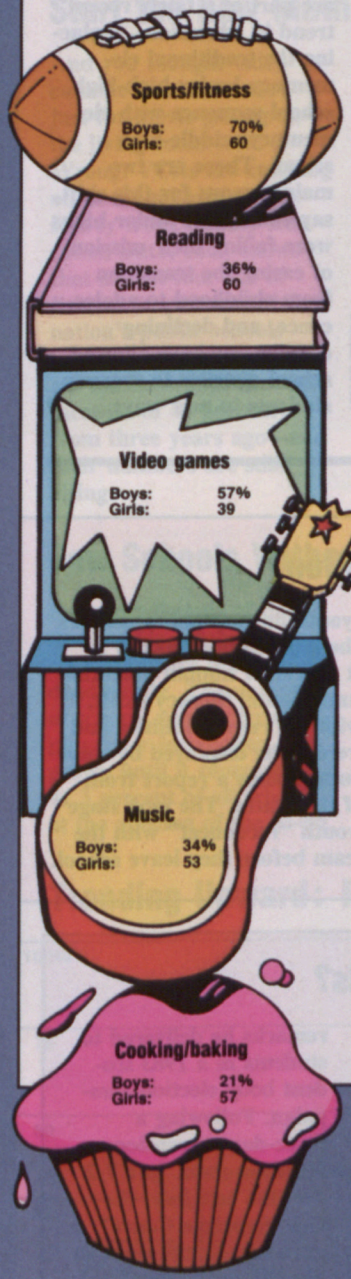
Life magazine's informal poll of teens turned up Madonna as the most favored pop idol, with President Reagan the top hero. The most admired: by girls, their parents; by boys, themselves.

Pocket Money

Of more than 7 million high school students (ages 16 to 19), over a third hold some type of part-time job, working from 15 to 20 hours per week, says *Life* magazine. The largest teenage employers are fast-food chains.

Different Strokes

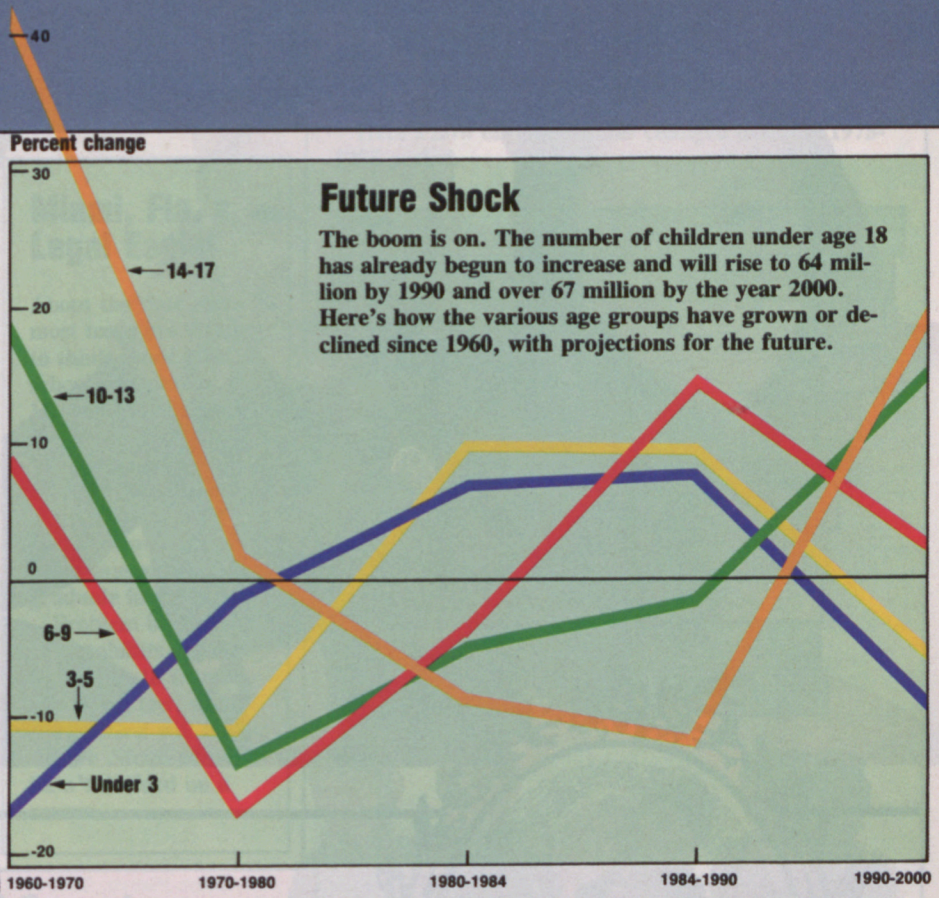
Asked to indicate their interest in five activities, a nationwide sample of students (grades 7-12) responded this way.



Source: *American Demographics* magazine

Future Shock

The boom is on. The number of children under age 18 has already begun to increase and will rise to 64 million by 1990 and over 67 million by the year 2000. Here's how the various age groups have grown or declined since 1960, with projections for the future.

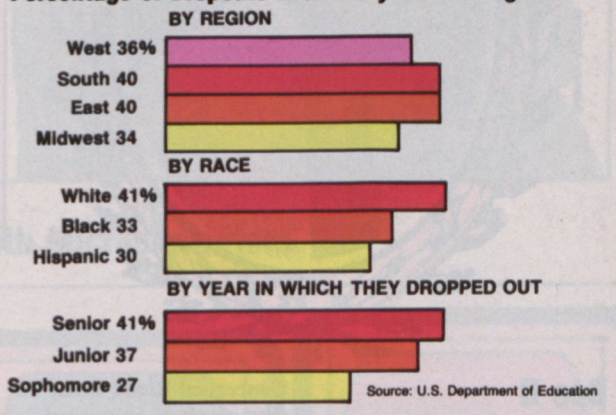


Source: Metropolitan Life Insurance Co./ U.S.Census Bureau

Dropping In

Half the students who drop out in the last three years of high school eventually return to graduate, says a new study. The poll of 2,500 dropouts of the early 1980s shows that two years after their classes had graduated, 38 percent had obtained their diplomas or the equivalent; and 13 percent had returned to school, but had not yet graduated. Some other highlights:

Percentage of Dropouts Eventually Graduating



Source: U.S. Department of Education

Students

Tom La Barbera

That Awkward Age

Anacapa (Calif.) Middle School students Danielle Lindsey, far left, and Meadow McGonigle, left, are part of a fairly recent trend in education—replacing the traditional elementary-junior high-high school sequence with elementary-middle-high school. There are two main reasons for this shift, say educators: junior highs were failing their mission of easing the transition from childhood to adolescence, and declining enrollments have allowed school districts to regroup students in new ways.

Bettman Archives

Bee II

Squaring off on questions about historical figures like Sojourner Truth (pictured above) is what made the second annual Black History Bee a brow-sweating competition for Washington, D.C., sixth graders. What made the event possible is the sponsorship of Concerned Black Men, who also run an annual oratory contest and a youth awards banquet. The organization was founded in Philadelphia in the early 1970s in an effort to combat negative stereotypes about black males. The Washington, D.C., chapter was founded in 1982.

An Ounce of Prevention

A growing pool of "at-risk" youth has top policy makers wringing their hands about the high costs of society's failure to reach an important source of human potential. Poor motivation, a lack of fundamental literacy skills, and a lack of acquaintance with the responsibilities and demands of the workplace are deficits displayed by some 15 percent of the nation's youth, claims a report from the Education Commission of the States. The next stage for school reform? Helping youth "reconnect" with the social and economic mainstream before they leave school.

A Way with Words?

The road to the Supreme Court was paved with X-rated entendres for 1983 Bethel High graduate Matthew Fraser. The former Spanaway, Wash., honor student raised the ire of school officials over the minute's worth of sexually suggestive remarks he delivered to students in a 1983 student body election campaign. Following a three-day suspension, Matthew sued. In a 7-2 decision last July, the U.S. Supreme Court gave schools the right to discipline students for vulgarity.

Hold the Rambo, Start the New Math

And you thought video cassette recorders were just for movie gazing on the living room sofa! Wrong. VCRs are catching on in the schools. A new survey from Quality Education Data, Inc., shows that almost four out of five, or 80 percent, of the nation's public schools have videocassette recorders for classroom use—an increase of 48 percent from three years ago—and their numbers are still rising.

Miami, Fla.'s, Legal Eaglet

About the time when most teens are starting to think about high school graduation, 16-year-old Stephen Baccus of Miami, Fla., was picking up his diploma—from University of Miami law school, thus becoming the youngest law school graduate in the nation.

Problem is, Florida law prohibits anyone under age 18 from practicing law, so Baccus first will hit the lecture circuit. He hasn't decided on a career.

School Enrollment Climbing Again

Public school enrollment, which has fallen every year since the 1975-76 school year, began to climb again in 1985-86 when some 39 million students attended public schools. Of that total, some 24 million are elementary students.

Here's how enrollment has changed over the 1975-1985 period.

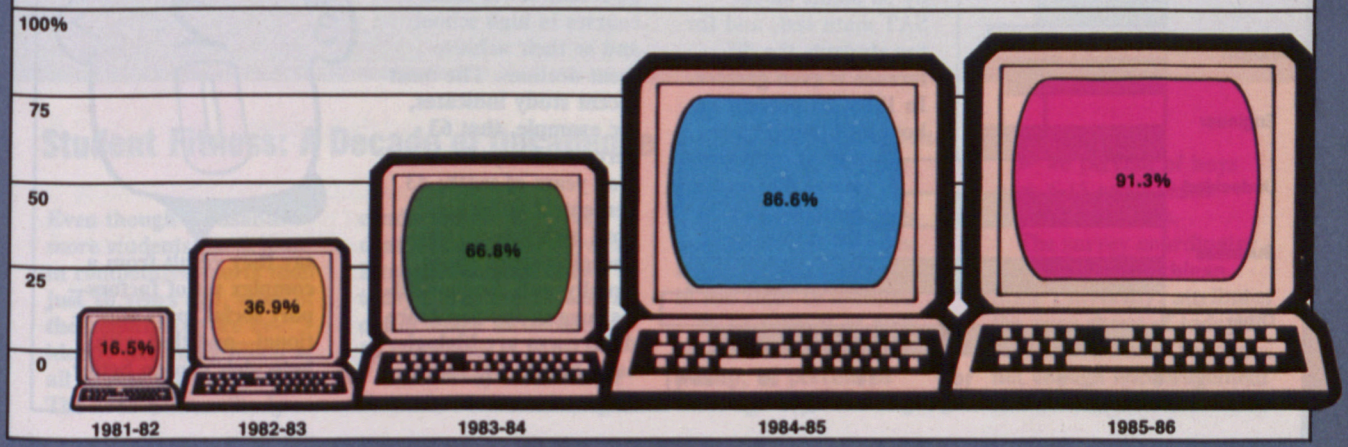
1975-76	44,848,663
1976-77	44,387,283
1977-78	43,723,884
1978-79	42,732,817
1979-80	41,777,947
1980-81	41,020,702
1981-82	40,118,988
1982-83	39,691,918
1983-84	39,422,498
1984-85	39,358,982
1985-86	39,468,269

Nancy J. Pierce

Few Schools Without Computers

Early predictions of limited use for computers in classrooms are proving dead wrong. The number of schools using microcomputers for instruction has grown until it represented 91.3 percent of all schools at the opening of the 85-86 school year. There are now 74,379 schools with at least one micro, reports Quality Education Data, Inc., a Denver-based information company. Four years ago, 16.5 percent of schools used computers.

Trending Upward: Percent of Schools with Microcomputers



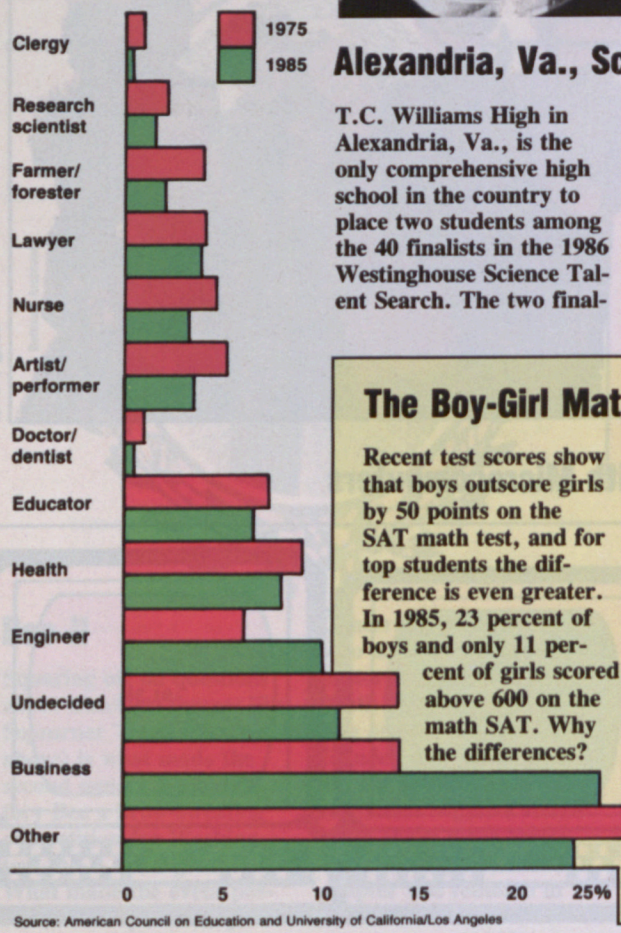
Studen

Ray K. Saunders

Big on Business

A 1985 poll of more than 270,000 college freshmen revealed sharp differences in career choices compared to a similar poll conducted in 1975. Nearly a quarter of those polled, for example, had decided on a business career—a jump of nearly 10 percentage points over the 1975 survey. On the other hand, the percentages of students choosing health, education, and law have declined since 1975.

Freshman Career Choices 1975, 1985



Source: American Council on Education and University of California/Los Angeles

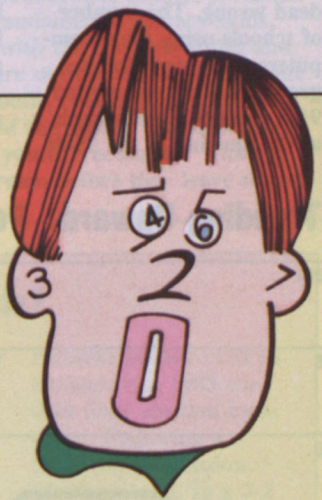
Alexandria, Va., School's Talented Twosome

T.C. Williams High in Alexandria, Va., is the only comprehensive high school in the country to place two students among the 40 finalists in the 1986 Westinghouse Science Talent Search. The two finalists—John Pierre, left, and Virginia Felton—both taught by Association member John Liebermann, each received $1,000 cash awards in the nationwide competition. The Talent Search's top prizes of $20,000 each went to co-winners Wendy Kay Chung of Miami, Fla.'s, Killian Senior High and Wei-Jing Ahu of Brooklyn (N.Y.) Technical High.

The Boy-Girl Math Gap

Recent test scores show that boys outscore girls by 50 points on the SAT math test, and for top students the difference is even greater. In 1985, 23 percent of boys and only 11 percent of girls scored above 600 on the math SAT. Why the differences?

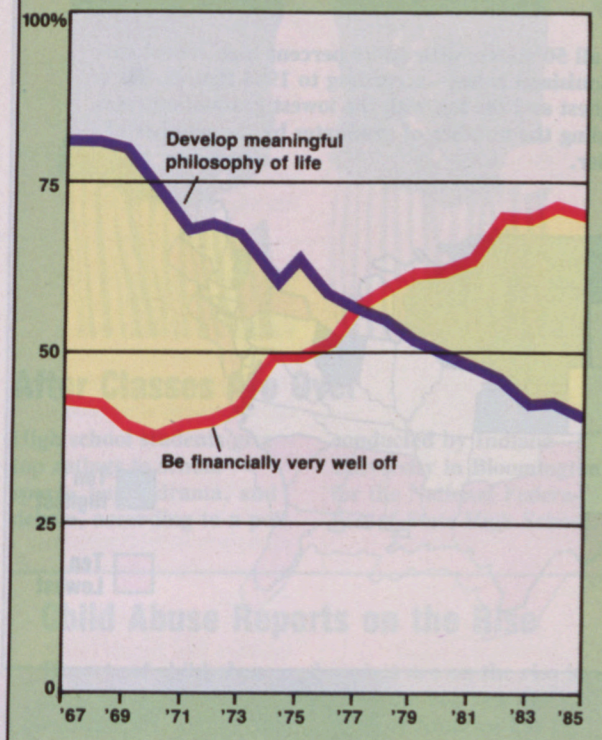
One reason, say researchers, is that girls take fewer math courses in high school and so their achievement declines. The most recent study indicates, for example, that 63 percent of boys took four years of math; 43 percent of girls. Up until high school, boys and girls score about equally well. Some studies suggest the test score differences are biologically based, but more say they result from a complex set of factors—part social, part educational—and that with help girls can do better.



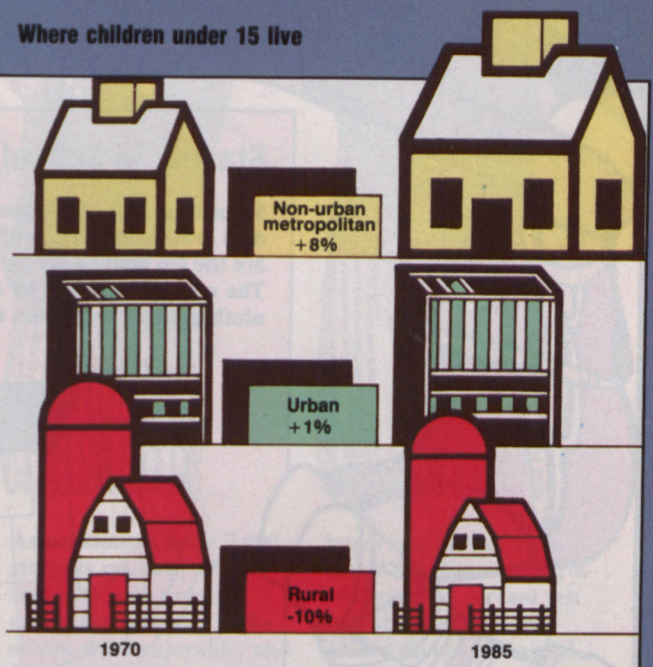
Materially Minded

What are today's college students looking for in a career—socially significant work or a big-buck position? Draw your own conclusions. Here's how college freshmen's values have changed as judged by their responses to surveys conducted each year since 1966 by the American Council on Education and the University of California/Los Angeles.

How Values Have Changed



Where children under 15 live



Fewer Down on the Farm

The percentage of children under age 15 who live in the nation's big cities hasn't changed much in the last 15 years, but the percentage who live in rural areas has dropped about 10 points since 1970. Suburban areas show the largest percentage increase.

Tom La Barbera

Student Fitness: A Decade of Decadence

Even though thousands more students participate in competitive sports than just 10 years ago, most of the nonathletes are evidently not doing much at all to stay physically fit. The 1985 Fitness Study conducted for the President's Council on Physical Fitness concludes that today's kids are at least as out of shape as the kids of 10 years ago.

The survey tested more than 18,000 students, ages 6-17, in nine different fitness tasks. Among the findings:

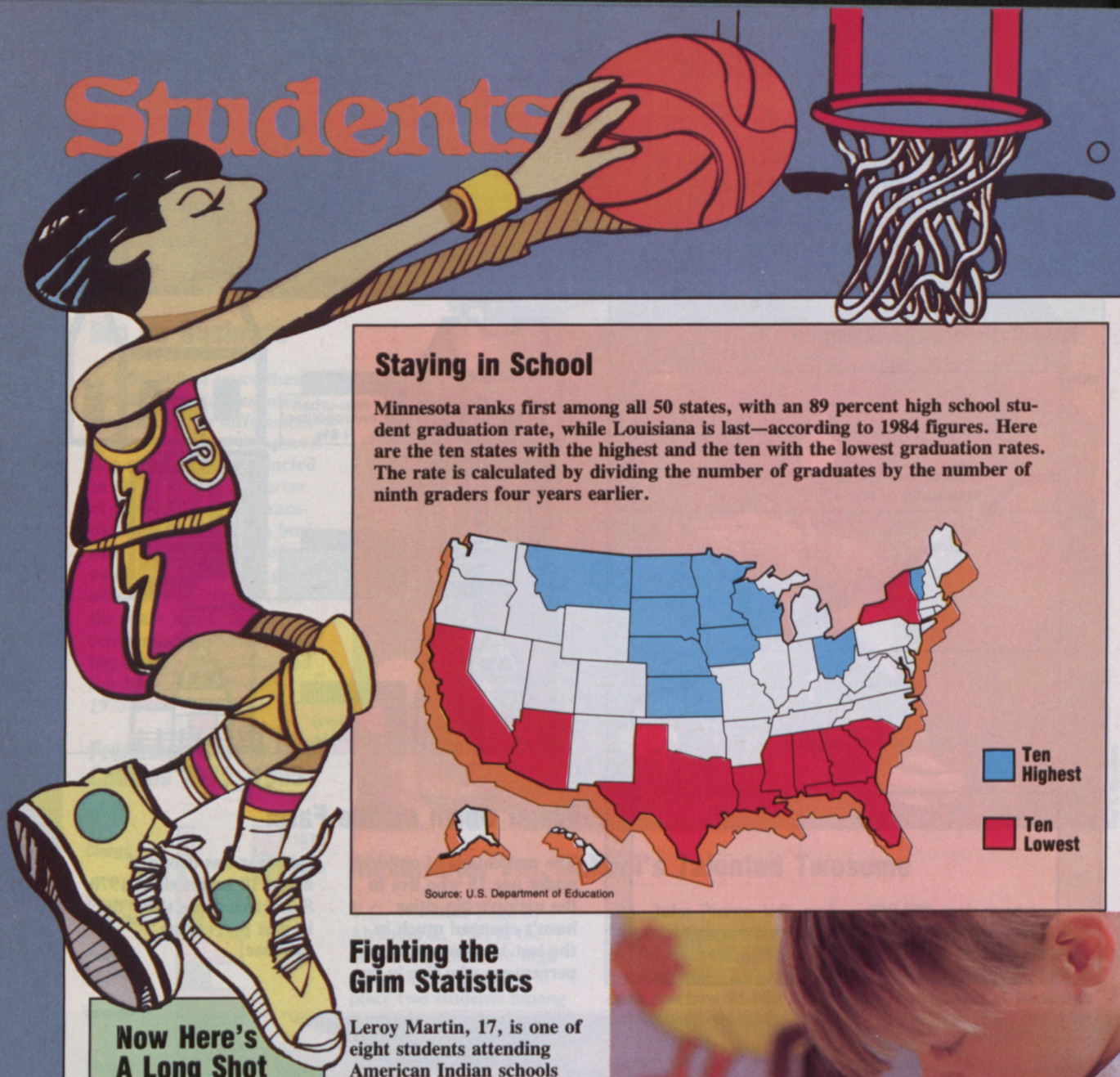
► 50 percent of girls and 30 percent of boys ages 6-12 can't run a mile in less than 10 minutes

► 55 percent of girls ages 6-12 can't do one pullup, 40 percent of same-age boys can do just one pullup.

► 40 percent of boys ages 6-15 can't reach beyond their toes.

The survey coordinator, Guy Reiff of Michigan State University, attributes the poor shape of today's kids to too much TV and not enough encouragement to exercise.

Students



Staying in School

Minnesota ranks first among all 50 states, with an 89 percent high school student graduation rate, while Louisiana is last—according to 1984 figures. Here are the ten states with the highest and the ten with the lowest graduation rates. The rate is calculated by dividing the number of graduates by the number of ninth graders four years earlier.

Source: U.S. Department of Education

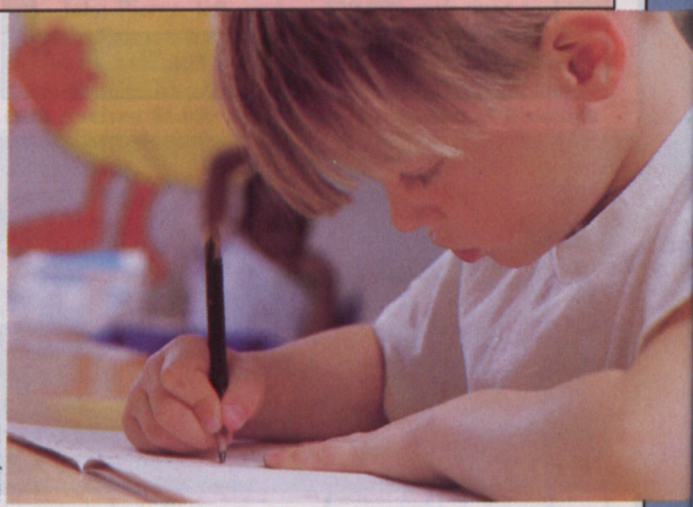
Now Here's A Long Shot

Student athletes who dream of stardom as pro sports stars should stop dreaming, says Richard Lapchick, director, Center for Study of Sport in Society. Lapchick says only one of every 12,000 athletes playing high school football, basketball, or baseball will go on to become a pro. Lapchick wants high school student athletes to concentrate on their studies. "Too many," he says, "are simply athletes by their junior or senior years."

Fighting the Grim Statistics

Leroy Martin, 17, is one of eight students attending American Indian schools who were honored by U.S. Surgeon General Edward Koop as winners in the 1986 National Safety Poster Contest. Sponsored by the Indian Health Service, the poster contest was designed to help reduce accidental deaths. Winners were treated to trips to Washington, D.C.

Martin's entry, inspired by the death of a friend at the hands of a drunken driver last summer, depicted the Grim Reaper holding a one-way ticket to death. Motor vehicle death rates for American Indians and Alaska Natives are three times higher than those for other U.S. citizens.



Nancy J. Pierce

Reading-Writing Connection

Grasping meaning from reading and making meaning through writing are parts of the same mental process, say several educators and researchers whose essays comprise *Transactions in Reading and Writing*. The authors suggest ways in which classroom teachers at all levels can help their students become better readers and writers by treating literature and writing as one subject instead of the traditional two.

Mark Peterson

After Classes Are Over

High school students give top ratings to school sports, band, drama, and debate, according to a poll conducted by Indiana University in Bloomington for the National Federation of State High School Associations. Of the 7,000 students queried, 67 percent said such extracurricular activities make school more enjoyable, and 53 percent said they are an important part of their education. Nonetheless, a whopping 75 percent felt that students with low grades should be barred from participation.

Child Abuse Reports on the Rise

Reports of child abuse and neglect are on the rise in most states. From 1983 to 1984—the last year for which the Child Welfare League of America has figures—the average state increase in reported cases was 16 percent. States having the greatest increases were Wisconsin, with 84 percent; New Jersey, with 68 percent; and Rhode Island, with 63 percent. At the other end of the scale, West Virginia had a 10 percent decrease in reported cases.

Today's Children: A Profile

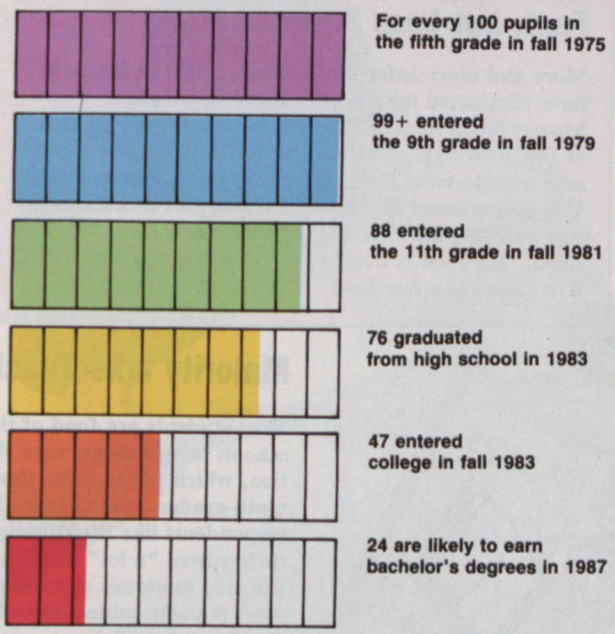
Today's youth are in many ways very different from previous generations of American young people. Among the characteristics of today's children:

- 14 percent are illegitimate
- 40 percent will be living with a single parent by their 18th birthdays
- 30 percent are latchkey children
- 20 percent live in poverty
- 15 percent don't speak English
- 15 percent have physical or mental handicaps
- 10 percent have poorly educated parents.

Source: Harold Hodgkinson/*Principal* magazine

Staying Together...Sometimes

Here's what researchers say has happened—and will happen—to youngsters who entered fifth grade in 1975.


Each block represents 10 persons
For every 100 pupils in the fifth grade in fall 1975
99+ entered the 9th grade in fall 1979
88 entered the 11th grade in fall 1981
76 graduated from high school in 1983
47 entered college in fall 1983
24 are likely to earn bachelor's degrees in 1987

Source: National Center for Education Statistics

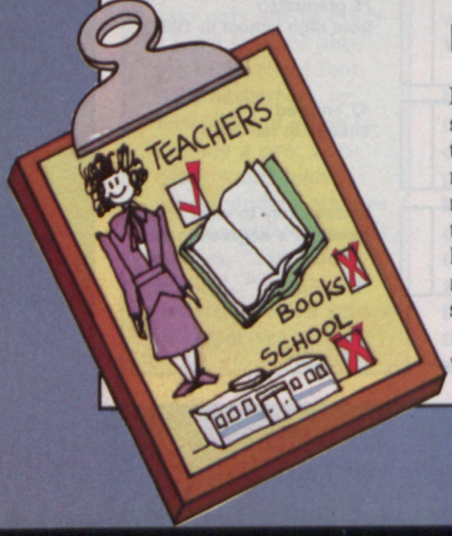
Students

Fast, but Less Fatty

More and more cafeterias have eliminated take-it-or-leave-it lunch lines in favor of fast food-style service, says a spokesman for the U.S. Department of Agriculture. But, adds the official, "the food is more nutritious than fast food because there's less salt, sugar, and fats."

School system officials tell the agriculture department that pizzas outpace hamburgers as kids' favorite cafeteria fare, followed by chicken nuggets, tacos, burritos, and make-your-own salads.

Kids who go home for lunch—45 percent do at least part of the time—generally get soup and sandwiches, reports *Better Homes and Gardens*.



Majority Like Teachers

Most students are fond of their teachers but not their schools or textbooks, says *Weekly Reader*. The publication, which polled more than 90,000 second- through ninth-graders, found that although 55 percent of the respondents like their teachers, only 35 percent like their school "a lot" and only 40 percent rate their learning materials as excellent. Other findings: the most popular subject is math; least popular are social studies and writing.

To no one's surprise, the poll found that students' views are much more positive in the earlier grades.

Teen Advice: Book It Now

College freshmen wish they'd taken more math and English courses and studied harder in high school, according to a recent study conducted by Indiana University. Most of the 530 students surveyed also said their secondary school classes weren't demanding enough, and almost half felt they didn't learn how to study. Their advice to high schoolers: take college preparatory courses and develop study skills.

What's Hot, What's Not

The plain old marble-looking notebook covers are out for students. In, according to Mead Products, one of the largest producers of school supplies, are bright graphics, animal prints and tropical designs.

Kids' most preferred candies are Nerds (very tiny flavored candies), according to one candy industry group, and gummy-gooey things in all sorts of shapes.

On Athletes And Favoritism

Nearly half of college students (49 percent) think athletes at their schools get preferential treatment, according to a poll conducted by *USA Today*.

Of the 999 students from 104 campuses polled last April on their attitudes toward college athletics, 42 percent said instructors grade athletes by more relaxed standards, and 24 percent thought athletes are allowed to take easier courses. Also, 51 percent said college sports are overemphasized, and 83 percent said athletes shouldn't be paid.

For Some Eyes Only

At one time or another in the past few years, self-appointed censors have succeeded in keeping the following books from children, according to the February 1986 newsletter of People for the American Way, a non-profit advocate of First Amendment rights:

Albert Herbert Hawkins and the Space Rocket by Frank Dicken. Moved to the adult shelves in the library of an elementary school in Douglas Co., Colo.

The American Heritage Dictionary. Ordered for a Folsom, Calif., high school, but shipped back to the distributor because of 13 "obscene" words.

The Catcher in the Rye by J.D. Salinger. Removed from English class in Freeport High School, Walton Co., Fla.

The Chocolate War by Robert Cormier. Banned from a high school English class in Lake Havasu City, Ariz.

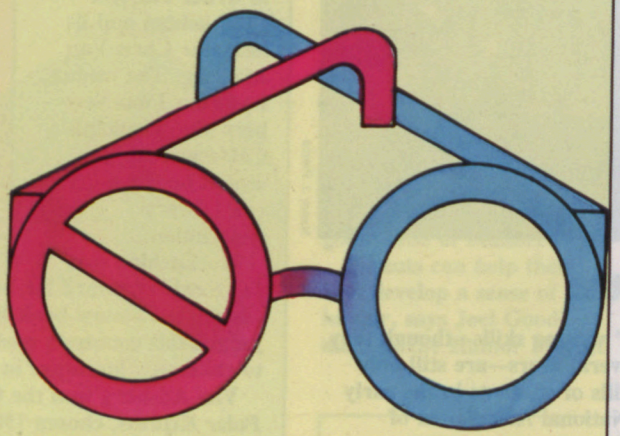
Cujo by Stephen King. Removed from high school libraries in Bradford, N.Y.

Deenie by Judy Blume. Banned from the elementary school library in Beaver Ridge, Gwinnett Co., Ga.

East of Eden by John Steinbeck. Removed and put in a storage room in Anniston, Ala.

Huckleberry Finn by Mark Twain. Removed from reading list of the Waukegan, Ill., public schools.

Of Mice and Men by John Steinbeck. Removed from the curriculum in Scottsboro, Ala.



One Flew Over the Cuckoo's Nest by Ken Kesey. Pulled from the curriculum of a high school in Troy, N.Y.

Romeo and Juliet by William Shakespeare. The unabridged version is now unavailable in any school anthology.

The Sisters Impossible by J.D. Landis. Taken out of a public school library in Sallisaw, Okla.

The Sun Also Rises by Ernest Hemingway. Burned with other books in a public demonstration in Burlington, Vt.

Working by Studs Terkel. Scratched from the curriculum of a school district in Phoenix, Ariz.

More Than Words Can Say

The video generation now has a video encyclopedia with which to witness history. It's the new *Video Encyclopedia of the 20th Century*, produced by the Corporation for Entertainment and Learning, Inc.

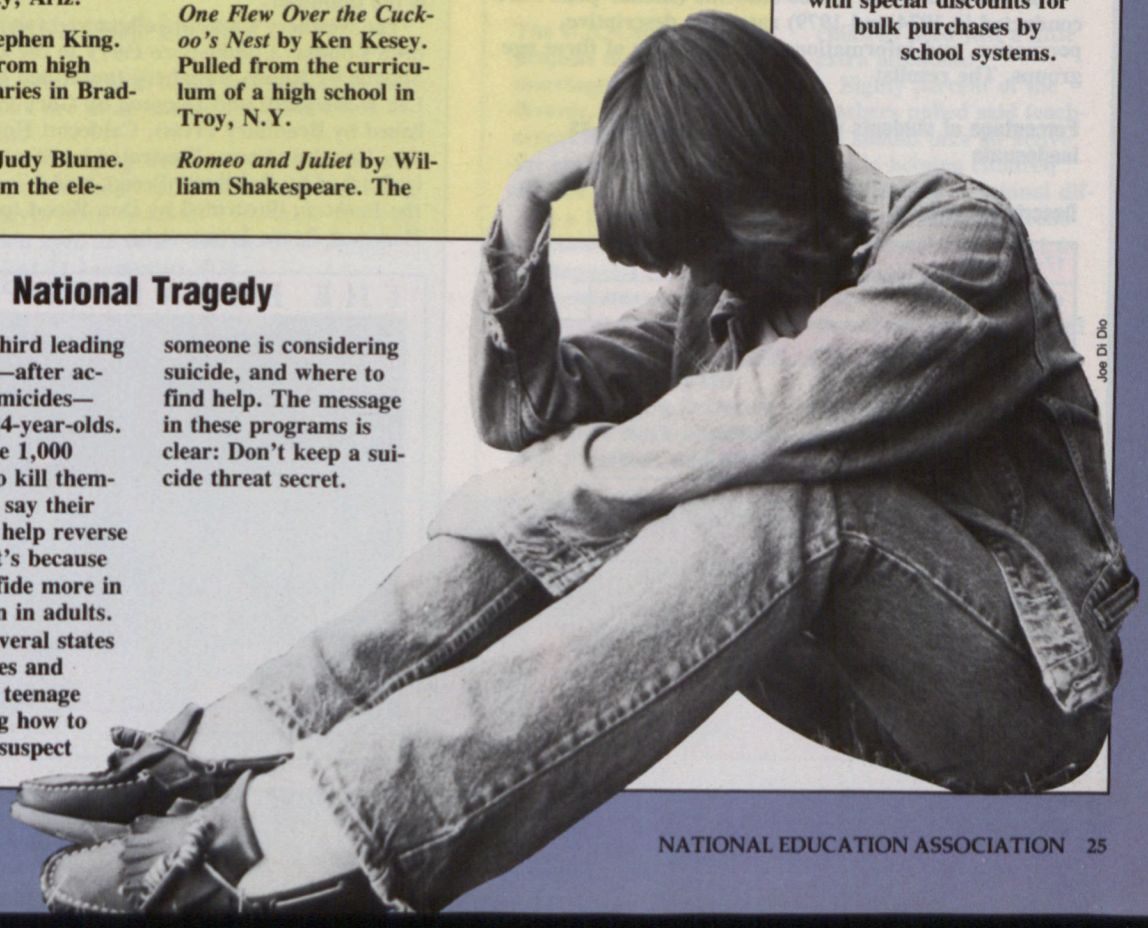
More than 75 one-hour cassettes contain clips of major events from 1893 through 1985, most filmed as they occurred. The package includes everything from the famous Scopes trial to fashions of the times to news coverage of the Vietnam War. Accompanying the series is a five-volume master index to the 2,217 filmed units and a 2,500-page reference volume, and annual updates are planned.

Oh yes, the cost: $8,500, with special discounts for bulk purchases by school systems.

Fighting a National Tragedy

Suicide is the third leading cause of death—after accidents and homicides—among 15- to 24-year-olds. Every day some 1,000 teenagers try to kill themselves. Experts say their classmates can help reverse the trend. That's because most teens confide more in their peers than in adults.

Schools in several states now offer classes and minicourses on teenage stress, including how to respond if you suspect someone is considering suicide, and where to find help. The message in these programs is clear: Don't keep a suicide threat secret.



Joe Di Dio

Students

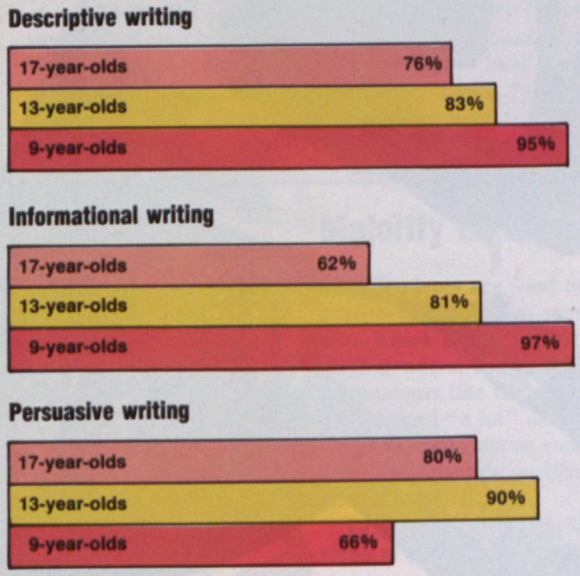
Nancy J. Pierce

Maybe *She'll* Do Better

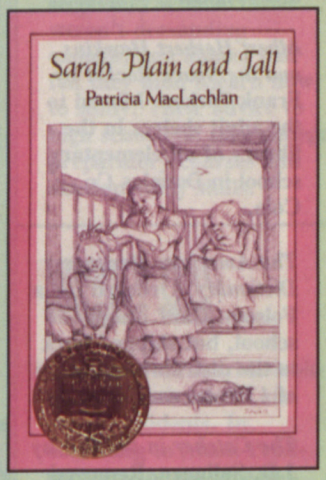
But right now older students' writing skills—though they have improved in the past several years—are still only good enough to match the skills of students in the early 1970's, says a report of the National Assessment of Educational Progress.

The 1984 survey of 15,000 students (similar polls were conducted in 1974 and 1979) rated the descriptive, persuasive, and informational writing skills of three age groups. The results:

Percentage of students whose writing was rated as inadequate



Choices For Children

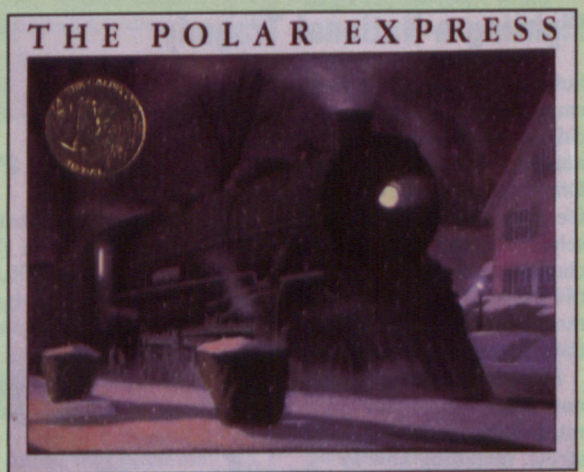


The 1986 Newbery and Caldecott medals for outstanding children's literature went to writer Patricia MacLachlan and illustrator Chris Van Allsburg. The medals, honoring John Newbery and Randolph Caldecott, are presented by the American Library Association.

MacLachlan won the Newbery award for her *Sarah, Plain and Tall* (a Charlotte Zolotow book from Harper and Row), judged this country's most distinguished contribution to children's literature in the past year.

Van Allsburg won the Caldecott Medal for *The Polar Express*, chosen 1985's most distinguished American picture book for children. Houghton Mifflin is the publisher.

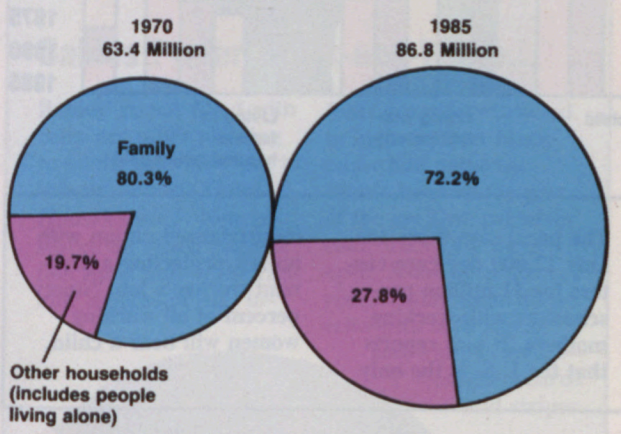
The Newbery Committee honored two other children's books: *Commodore Perry in the Land of the Shogun* by Rhoda Blumberg (published by Lothrop, Lee & Shepard) and *Dogsong* by Gary Paulsen (published by Bradbury Press). Caldecott Honor Books are *The Relatives Came*, illustrated by Stephen Gammell (published by Bradbury Press), and *King Bidgood's in the Bathtub*, illustrated by Don Wood (published by Harcourt Brace Jovanovich).



Households: More, but Smaller

The U.S. population increased by 17 percent between 1970 and 1985. But the number of households grew more than twice as fast—increasing 37 percent over the 15-year period. The reason: more people are living alone—and in smaller family units. The average number of people per household has dropped from 3.11 in 1970 to 2.75 in 1980—to 2.69 in 1985.

Number of Households, 1970-1985



Source: U.S. Census Bureau

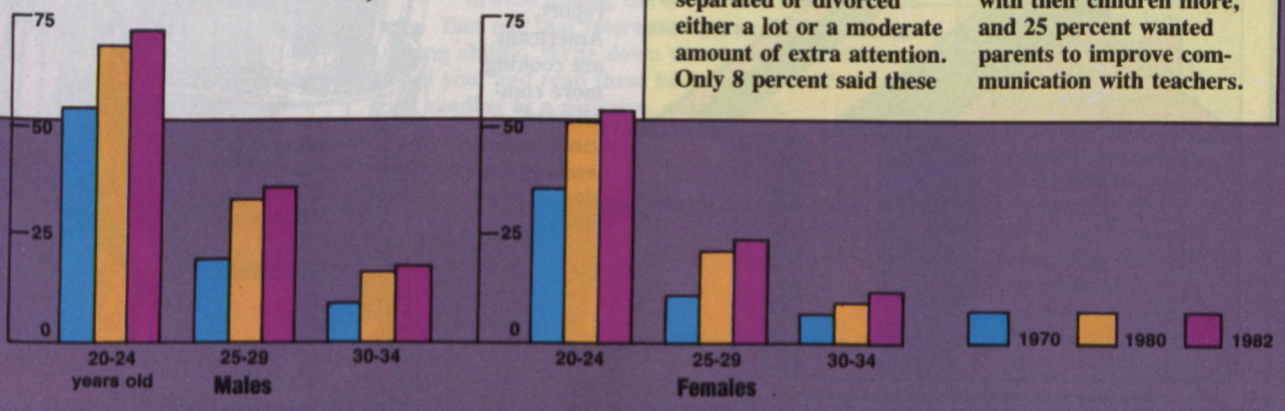
Singles: More...and Longer

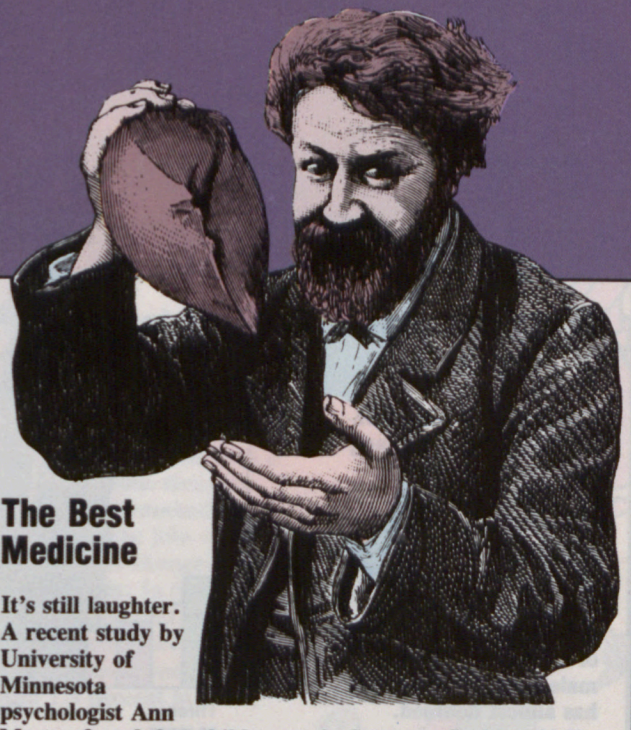
A major reason why we have more and smaller households is that there are more unmarried—and more divorced—adults.

And people are marrying later. In 1982, the Census Bureau reports, more than half of all women 20 to 24 years old had never been married. That same year, 23 percent of women aged 25 to 29 had never been married—up from just 11 percent in 1970.

Source: U.S. Census Bureau

Percent Never Married, 1970-1982





The Best Medicine

It's still laughter. A recent study by University of Minnesota psychologist Ann Masten found that children who are competent at their schoolwork and popular with their peers have a good sense of humor.

Parents can help their kids develop a sense of humor, says Joel Goodman, of the Humor Project in Saratoga Springs, N.Y. He says that parents who laugh at the small things in everyday life—and themselves—help their kids to do the same. Allowing imperfection, Goodman suggests, allows children to laugh at themselves.

Divorce in the Classroom

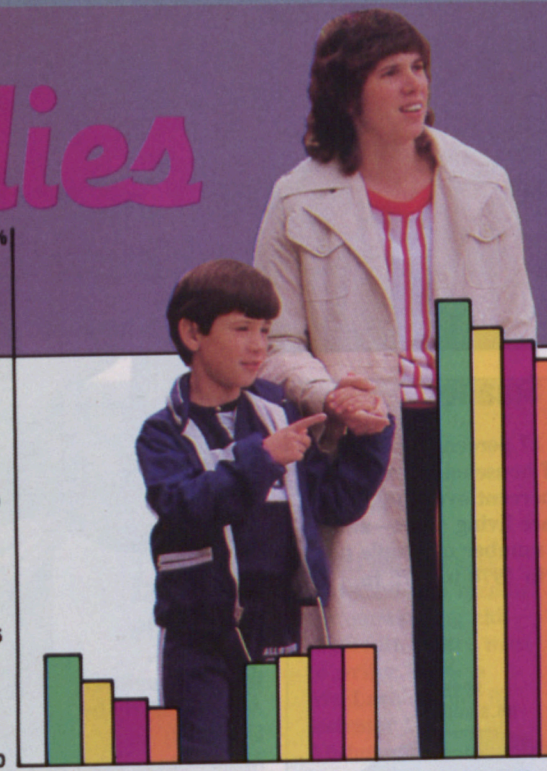
The U.S. Census Bureau projects that half of all marriages will end in divorce...and teachers report that children bring the emotional trauma of divorce to school.

In a 1985 poll of teachers conducted by *Learning 86* magazine, 92 percent of the respondents said they have to give students whose parents are recently separated or divorced either a lot or a moderate amount of extra attention. Only 8 percent said these children need just a little extra attention.

Eighty percent of the teachers polled said teachers should take an active role in helping children experiencing emotional difficulties. And 81 percent said a family-life curriculum could help.

Asked what parents should do, 46 percent said they should communicate with their children more, and 25 percent wanted parents to improve communication with teachers.

Families



John Sunderland/PHOTOSTAFF, Inc.

Changing Faces Of Families

The profile of American families is rapidly changing. Over the past 15 years, the percentage of children under 18 living in families with three or more children has dropped by more than half. At the same time, the percentage of children living in female-headed households has almost doubled.

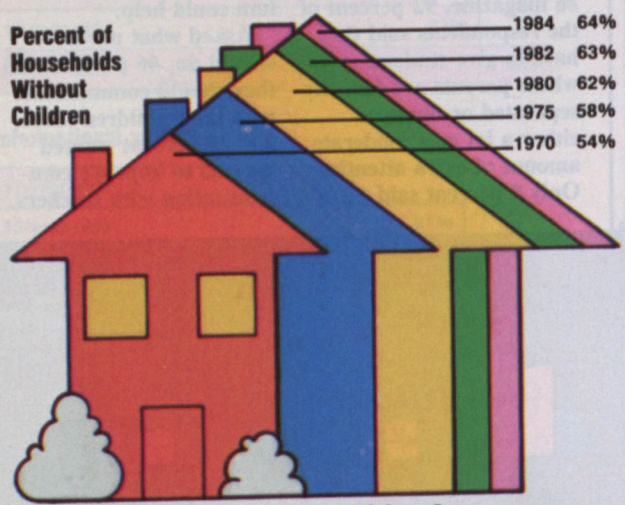
Source: U.S. Census Bureau

Needed: More Child Care

America needs an increased federal role in day care and better job protections for maternity leave, reports a blue-ribbon panel named by the United Nations Association of the U.S.A. The panel says there are only 22,000 day care centers for 11 million preschoolers with working mothers. It also reports that the U.S. is the only industrialized nation with no law protecting a pregnant worker's job. Ninety percent of all working women will bear a child.

More Households, Fewer Children

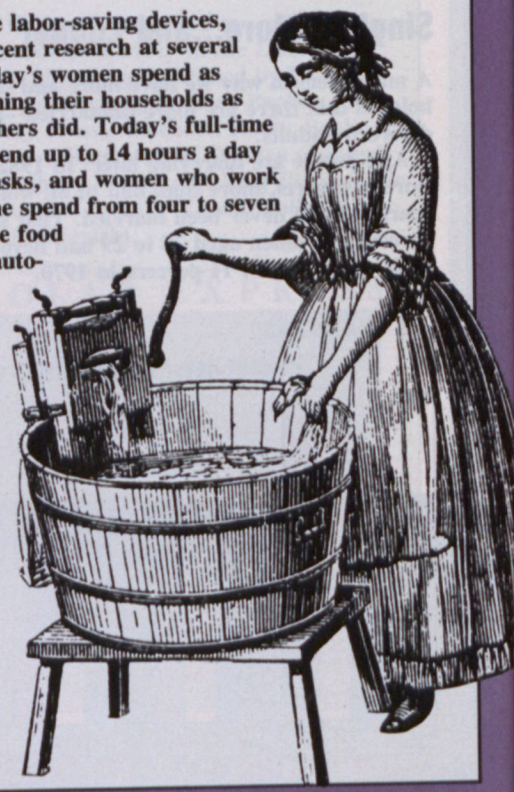
The size of U.S. households is steadily shrinking. The U.S. Census Bureau reports that the average household has decreased from 3.1 persons in 1970 to 2.7 in 1984—and predicts that it will drop to 2.3 persons by 1995. Much of that decrease reflects a decline in the number of households made up of married couples with children—from 4 in 10 households in 1970 to less than 3 in 10 today.

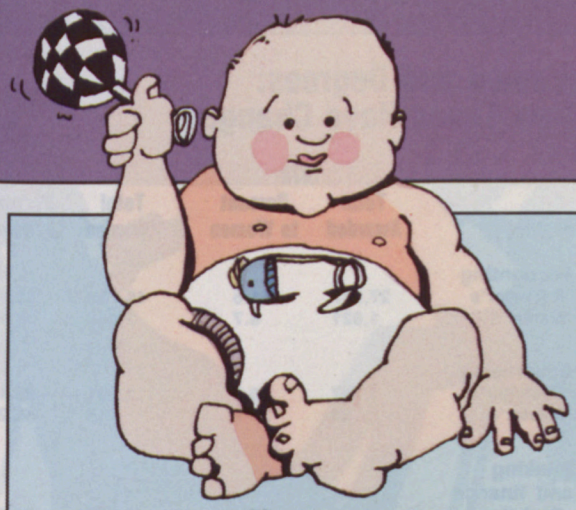


Source: National Center for Education Statistics and U.S. Census Bureau

Did You Say Labor-*Saving*?

In spite of those labor-saving devices, according to recent research at several universities, today's women spend as much time running their households as their grandmothers did. Today's full-time homemakers spend up to 14 hours a day on household tasks, and women who work outside the home spend from four to seven hours daily. The food processor and automatic washer do the job faster. But, the studies report, Americans are cooking more complicated meals and washing their clothes more often.





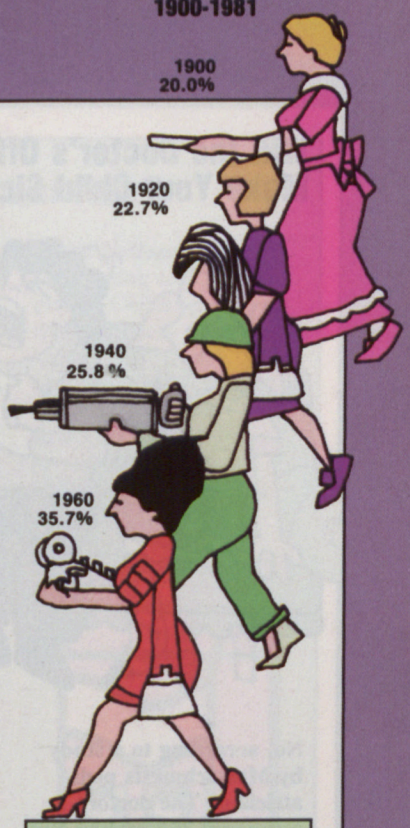
Babies Prefer Black-and-White...

Babies' rooms filled with color are more pleasing to adults than they are to infants, reports *Good Housekeeping*. New research on visual perception finds that in the first nine months of life, infants are most attracted to high-contrast black-and-white patterns. That's because the part of the eye that perceives color hasn't yet developed. Some hospitals are redecorating their nurseries with bold black-and-white graphics—checkerboards and stripes.

Women...at Work

Fifty-two percent of all women of working age—46.7 million—were employed in 1981. The total is more than nine times the number who worked in 1900. And the jobs women do have also changed dramatically. In the early 1900s, 36 percent of employed women were household workers, compared with 1.3 percent in 1981.

Source: U.S. Census Bureau



Women Take The Lead

More than half of the professional jobs in this country are now held by women. The U.S. Labor Department reported that February 1986 was a milestone, as women professionals edged out men by 29,000 jobs. Although men still dominate professions like medicine, law, and engineering, many other formerly male professions are now more than half female. But the earnings gap continues. Professional men average $581 a week; professional women, $419.

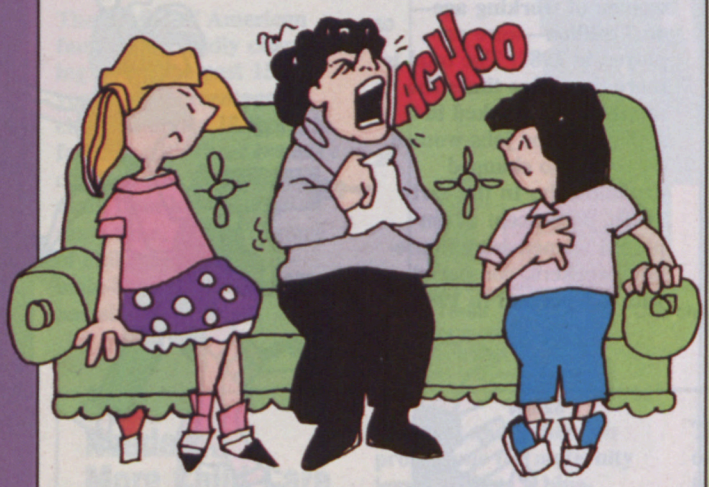
Read...and Enjoy

Parents can help improve their children's reading skills—and teach them the joy of reading. The International Reading Association offers the following suggestions for parents. Keep books, magazines, and newspapers around. Read with your children and praise their reading. Take trips to the library together and let your children browse among the stacks and scan books to find one that interests them and fits their reading ability. Write down the stories your children tell you, and read them back together. Most of all, treat reading as a pleasure, not a chore.

Nancy J. Pierce

Families

Will the Doctor's Office Make Your Child Sick?



No, according to a study by Massachusetts pediatricians. The doctors compared 254 healthy children—half visited a doctor for preventive care, the other half did not. A week later, they found no difference between the two groups in the number of children who had symptoms of viral infections. The study, reported in the *New England Journal of Medicine,* found that children are much more likely to pick up an illness from a member of their household.

Help in Coping with Teens

The teenage years. The thought strikes fear in parental hearts. Take courage, says James P. Comer, professor of child psychiatry at Yale, writing in the March issue of *Parents* magazine.

A number of books can help you understand your children—and yourself—during this difficult period. Among those suggested by Dr. Comer: *The Family Handbook of Adolescence* (Knopf) by child psychiatrist John E. Schowalter and pediatrician Walter R. Anyan—on adolescents' biological development, normal and abnormal behavior, and medical problems. On teenage sexuality: *Boys and Sex* and *Girls and Sex* (Delacorte Press), both by Wardell B. Pomeroy, and *Talking Sex with Your Kids* (Fireside/Simon & Schuster, paperback) by Lois Morris.

On communicating with teenagers: *Between Parent and Teenager* (Avon Books, paper) by Haim Ginott and *Reaching Youth Today* (Judson Press, paper) by Barbara Hargrove and Stephen Jones. And for help with all the small daily hassles: *How To Live With Your Teenager* (Ballantine, paper) by Peter Buntman and Eleanor Saris, and *Teen Is a Four-Letter Word* (Betterway Publications, paper) by Joan Anderson.

Women and Degrees: How Times Have Changed

Degree	1973 Total Awarded	1973 Percent to Women	1983 Total Awarded	1983 Percent to Women
Accounting				
Bachelor's	27,947	11.6	45,732	45.4
Master's	1,621	8.7	3,046	34.4
Advertising				
Bachelor's	1,047	30.9	2,081	63.1
Master's	54	22.2	165	55.2
Banking and finance				
Bachelor's	6,213	3.8	15,556	32.7
Master's	1,741	3.3	4,062	27.7
Business and management				
Bachelor's	126,830	10.6	226,892	41.9
Master's	31,166	4.9	65,319	28.9
Computer and information sciences				
Bachelor's	4,304	14.9	24,506	36.3
Master's	2,113	10.6	5,321	28.3
Data processing				
Bachelor's	566	13.1	860	40.8
Master's	144	4.9	68	20.6
Engineering				
Bachelor's	51,265	1.2	89,270	12.3
Master's	16,619	1.7	19,350	9.3
Journalism				
Bachelor's	6,360	45.2	10,074	61.8
Master's	976	35.1	1,102	53.9
Law	27,205	8.0	36,853	36.1
Personnel management				
Bachelor's	1,189	9.4	2,020	48.7
Master's	352	7.1	247	39.3
Pharmacy				
Bachelor's	4,964	24.0	5,708	49.0
Master's	167	21.6	331	37.2

Source: U.S. Department of Education, 1986

Book Readers—and Buyers

More people than ever are reading books. Women are twice as likely as men to read fiction. Older, better-educated males and 35-to-49-year-old baby boomers of both sexes are the major nonfiction readers. These are among the findings of a survey released last February by the Gallup Organization.

Among the other news in the Gallup report: Baby boomers buy dictionaries and like historical novels. Women buy more books than men—but they're also more price-conscious. Three out of every ten book buyers go to a bookstore at least every two weeks. About one in ten book buyers belongs to a book club.

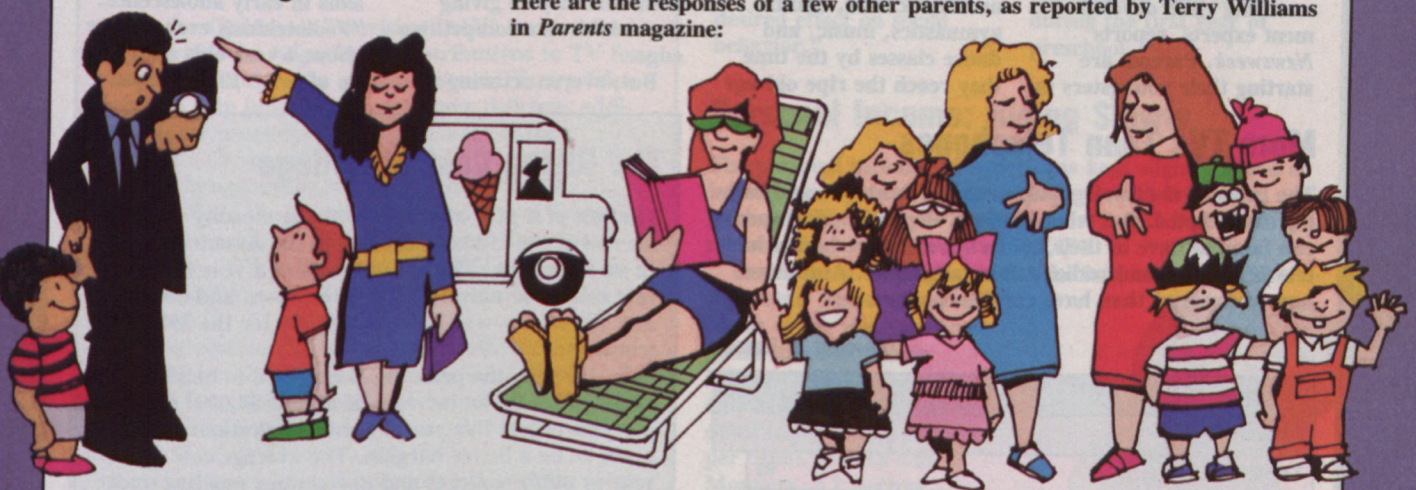
Teaching Safety...or Fear?

Some psychologists are worried about the pictures of missing children on milk cartons, as well as all the games, books, school programs, coloring books, television programs, and public service ads that warn children away from strangers. We may, they caution, be scaring our children and creating anxiety that will prevent them from making new friends.

Other experts point out that the emphasis on "strangers" misses the point. "What's wrong with the stranger/danger concept," says Jay Howell of the National Center for Missing and Exploited Children, "is that it ignores what we know about crimes against children." Most experts agree that strangers are rarely involved in either abductions or sexual or physical abuse of children.

Second Thoughts

If you could relive your years as a parent, what would you do differently? Here are the responses of a few other parents, as reported by Terry Williams in *Parents* magazine:



- "I would have scheduled myself triple the time it would have taken me previously to walk anywhere"—father of a two-year-old.
- "Never let my child know that it is even within the realm of possibility to buy ice cream from an ice cream truck"—mother of a four-year-old.
- "I would have insisted on a yearly vacation just for me, even if all I did was go to a hotel and sit by the pool"—mother of four teenagers.
- "Had boys"—mother of five girls.
- "Had girls"—mother of five boys.

Families

©Arthur Pollock/The Boston Herald

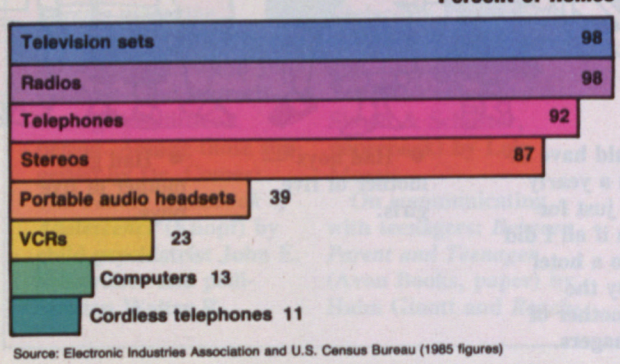
Stress at Three...Burnout at Four?

It's a new phenomenon worrying child development experts, reports *Newsweek*. Parents are starting their youngsters in organized play groups, in nursery schools, and in gymnastics, music, and dance classes by the time they reach the ripe old age of two. The practice allows parents to structure kids' time while they pursue their own careers and lets them feel they're giving their children a competitive edge.

But, overstructuring young lives, notes David Elkind, psychologist and author of *The Hurried Child*, may lead to problems in early adolescence. "Pediatricians even tell me about 4-year-olds with peptic ulcers," Elkind says.

More TVs Than Telephones

The price of electronic equipment has tumbled—and buying skyrocketed. But what kinds of electronics do American families have in their homes? Well, more homes have television sets—and radios—than telephones. And more have computers than have cordless phones.



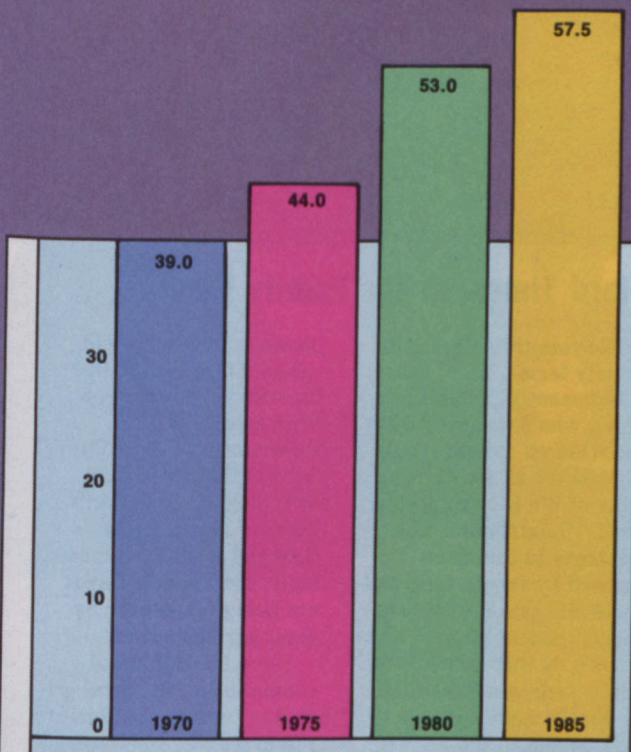
Source: Electronic Industries Association and U.S. Census Bureau (1985 figures)

The Rising Cost of College

The cost of a year at college will rise steadily through the rest of the 1980s, according to the American Council on Education. The average cost of a year at a private college or university—tuition, room and board, and other fees—was just over $9,000 for the 1983-84 school year.

By 1988-89, the price tag is expected to be slightly under $13,000—an increase of almost $4,000, or 44 percent, in just five years. Public institutions may prove to be a better bargain. The average cost of a year at public colleges and universities was just under $5,000 in 1983-84 and is predicted to rise to a bit more than $6,000 in 1988-89—an increase of just 20 percent.

The rising cost of college has led to a dramatic increase in student debt. Over the past decade, the proportion of college students taking out loans has jumped from 11 to 30 percent—and the amount of the average loan from $2,100 to $7,900.



Percent of Children Under 18 Whose Mothers Work

Their Moms Are at Work

More mothers are working now than at any other time in the country's history, says the U.S. Labor Department. In 1985, nearly 6 in 10 children have mothers who work, compared to 4 in 10 in 1970.

Kudos for Kids' Shows

Action for Children's Television (ACT) has honored 14 programs for "significant contributions to TV for young audiences." The awards, says ACT, are "designed to help families discover some delicious additions to the tasteless banalities of most of the children's TV menu."

Public broadcasting winners include "Math Works," from the Agency for Instructional Technology; "Sesame Street," from Children's Television Workshop; "OWL/TV," from OWL/TV Inc. in Toronto; and "Wonder-Works," from WQED, Pittsburgh.

Among commercial broadcasters, winners were "ABC Afterschool Specials," from ABC; "Hot Streak," from KPIX, San Francisco; "Home Turf," from KRON, San Francisco; and "Ready or Not," from WMAQ in Chicago.

Cable winners were "Danger Bay," from the Disney Channel, and "The New Kid Stuff," from Syracuse NewChannels.

Home video winners were "Children's Circle," from CC Studios; "The Macmillan Video Almanac," from Macmillan, Inc.; "The Velveteen Rabbit," from Random House Video; and "The Snowman," from Sony Video Software.

Study Says, 'Let the Kids Decide'

The debate continues: Should early childhood programs be formal and teacher-directed—previews of kindergarten and the primary grades—or informal, with students choosing their own activities?

If keeping teenagers out of trouble is a goal, the less formal programs work best, according to results of a 15-year study by the High/Scope Education Research Foundation.

"These long-term results should give pause to public school educators who want to extend academic schooling down to age 4," notes High/Scope President David Weikart. "While good early childhood programs can help improve the life chances of disadvantaged children, formal academic programs with highly directive teachers may not produce the desired effect on social behavior."

The High/Scope project studied the long-term effects of three preschool programs—two child-directed, one teacher-directed—that operated from 1967 to 1970. Veterans of the child-centered programs reported engaging in half as much drug abuse and a fifth as much property damage—altogether less than half as many delinquent acts—as their peers from the teacher-directed program. As teenagers, the graduates of the child-centered programs also participated more in sports and extracurricular activities.

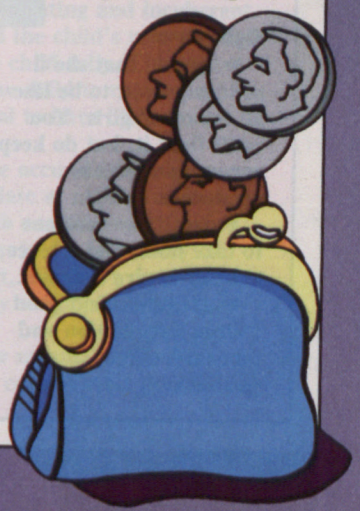
What the type of program did not affect, however, was the "head start" all the youngsters got from their preschool experiences. Among the academic benefits the study found was a sharp gain in IQ during the first year of preschool.

Personal Income: Rising Slowly

The personal incomes of Americans kept slightly ahead of inflation last year. The cost of living rose 3.8 percent during 1985, while per capita income rose 5.3 percent nationwide, to an average of $13,451.

Residents of Nebraska posted the largest income gain, 9 percent. Regionally, residents of the the New England states saw their incomes rise 6.6 percent over last year—the highest of all regions. The smallest per capita growth was in Montana, 1.1 percent. Among regions, Southeast residents registered the smallest increase, 4.8 percent.

In average per capita income, Alaskans rank first with $17,756; Mississippians last, with $9,035 per person.



Families

Smart Girls Can Use a Helping Hand

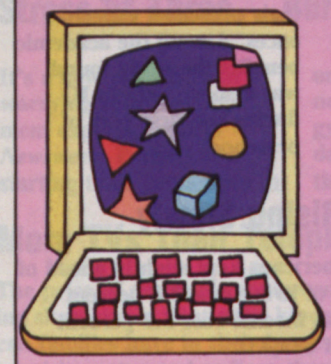
A host of recent studies have shown that—unwittingly—parents and teachers offer boys much more encouragement to excel than they do girls. Barbara A. Kerr, a psychologist at the University of Iowa and author of *Smart Girls/Gifted Women* (Ohio Psychology Publishing Co.), offered the following advice to *USA Today* readers on encouraging a gifted daughter:

Preschool

► Dress her for activity, not looking cute on the sidelines.

► Select nonsexist daycare centers and preschools.

► Expand her sex-role models. Point out the limiting sex stereotypes on TV.



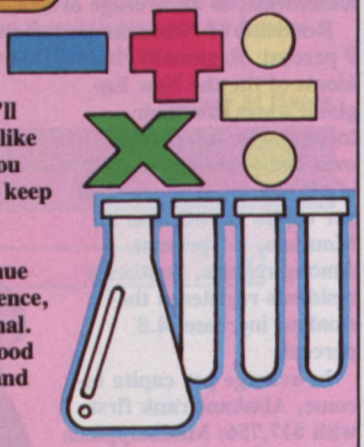
Elementary

► Encourage her to read.

► Provide challenging games, a home computer.

► Don't overemphasize social relationships.

► Watch for signs of boredom with school. She may need acceleration or a special program.



High School

► Expect that she'll suddenly want to be like all the other girls. You can't fight it, but do keep encouraging her in academics.

► Insist she continue to take math and science, even if they're optional.

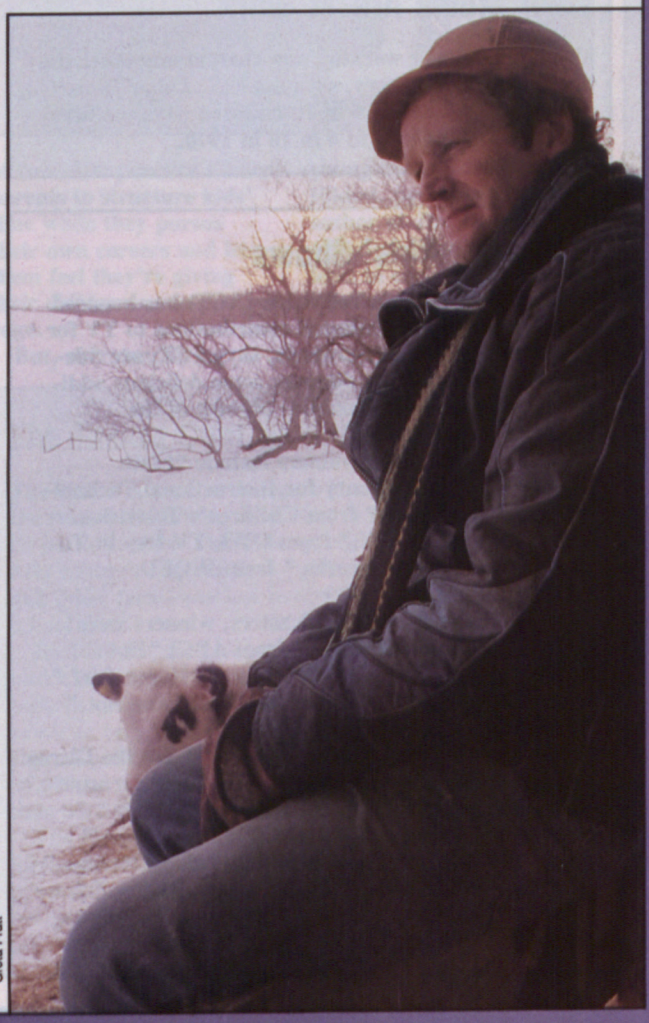
► Help her find good college information and nonsexist career guidance.

Hard Times on the Family Farm

"The country is losing its family farms," says Bob Lindaman (pictured below), who's taught English at Windom (Minn.) High School for 23 years, "and a way of life is being lost as well." Lindaman is no stranger to the stress caused by family farm failures. He sees it in his students, and in his own family as they struggle to keep their small farm.

Small, family farmers are caught in a pincer of declining prices, decreasing exports, rising surpluses, and falling land values. In 1985, 200,000 farmers were forced off their land. The U.S. Department of Agriculture reports that more than one-third of the nation's farmers are in serious financial trouble. Increasingly, the nation's farms are being taken over by giant agribusinesses.

For schools in rural communities, the farm crisis has caused a decline in resources just when school services are most needed.



Greta Pratt

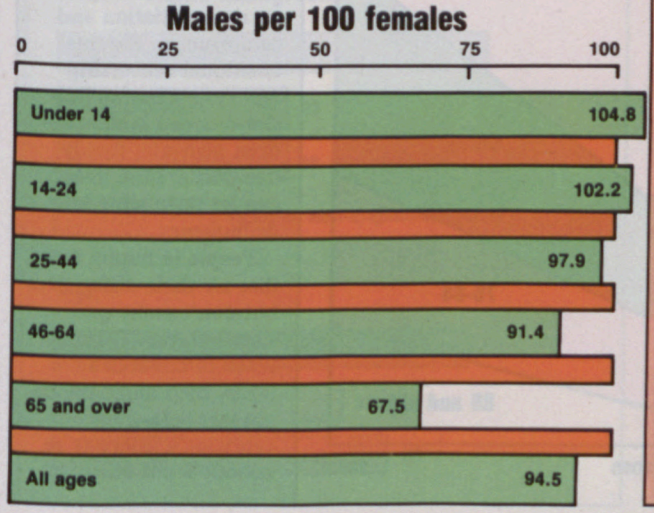
Joe Di Dio

Let's Be Friends

A new study indicates that grandparents would rather be friends with their grandchildren than disciplinarians. This first-of-its-kind study of more than 500 grandparents, conducted by sociologist Andrew Cherlin, found that in the past year, 91 percent joked with their grandkids, 82 percent gave them money, and 79 percent watched TV with them. Only 39 percent disciplined their grandchildren. Of the grandparents polled, 50 percent had seen their grandchildren that day, and 70 percent had seen them within the past week. Also, children born today have a 90 percent chance of having two living grandparents by the time they reach age 15. Children born in 1900 had only a 50 percent chance.

The Melting Male Majority

U.S. males start out strong numerically, but as time passes, they just fade away. For every 100 girls, says the Census Bureau, nearly 105 boys are born—but among people 65 and over, the figure has dropped to 67.5 men per 100 women.



Bad Dreams? Give Comfort

A child's frightening dream is often as distressing for the parent as the child, reports *Good Housekeeping*. The first step in responding is to understand what kind of dream your child is having.

Night terrors, which usually occur an hour or two after falling asleep, are alarming, but generally harmless. The child will partially awake—screaming, thrashing, sometimes sweating and incoherent. Comfort and try to control the child's movements, but don't try to waken the child fully. The next morning, don't pressure the child to remember what happened—it's normal to have little or no memory of a night terror.

Anxiety dreams (the more accurate term for nightmares) tend to occur late at night, and the child won't cry out as much as with night terrors. He or she also will either wake up or be easy to waken. Again, give comfort, but don't press for too many details—that will only make your child more anxious.

Both kinds of dreams are normal parts of growing up. But if they persist, consult your doctor.

Families

Nancy J. Pierce

Toward Fitness: Infancy's Not Too Early

Physically active children are healthier and happier—and almost from the beginning, you can get your child on the fitness road. Some tips from *Family Circle* magazine:

► Start your child on exercise at three or four months—gently stretching legs in kicking motions and swinging arms.

► Encourage toddlers' exploratory movements, like climbing and crawling.

► Riding bikes, playing ball, and climbing on monkey bars help children up to age six develop agility and concentration. Aerobics and dance develop flexibility.

► The bones and muscles of children under eight aren't strong enough to take the shock of collisions that can occur in basketball, baseball, soccer, and other contact sports.

► Children should be at least 12 before starting on endurance sports like marathon running, distance swimming, and weight training. Young bones and muscles simply can't take the strain.

► The concepts of teamwork and competition don't mean anything to children under eight or nine. That's the earliest age for team sports.

► Include many different kinds of activities in your child's exercise program.

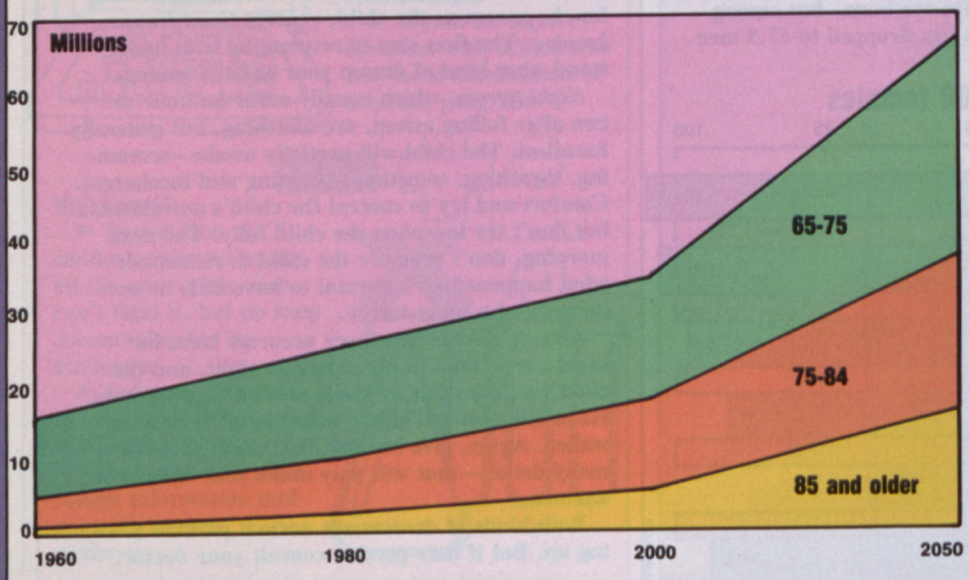
► Respect your children's limits during any physical activity. When they say they're tired, let them rest.

► Don't push your child into a particular sport.

► Make exercise part of your family activities. From family walks to ice skating or softball games, your enthusiasm for physical exercise will shape your child's attitudes.

U.S. Definitely Growing...Older

From manufacturers to housing developers, planners are looking ahead to the time when the headphones and running shoes that replaced love beads and sandals are replaced by—well, certainly not simply canes. In 2011, the people born during the baby boom after World War II will begin to hit 65, and by 2030, one American in five will be over 65. In the next quarter-century, the fastest-growing group of elderly will be those over 85.



Source: The Futures Group, 1984

Harmful Harmony

Relentless harmony is a sign of an unhappy family, according to a five-year study in Dallas, because it often shows everyone's given up on negotiation and compromise. Parents' emotional censorship and restriction on outside ties can make children neurotic; family ties that are too loose can let them slide into delinquency.

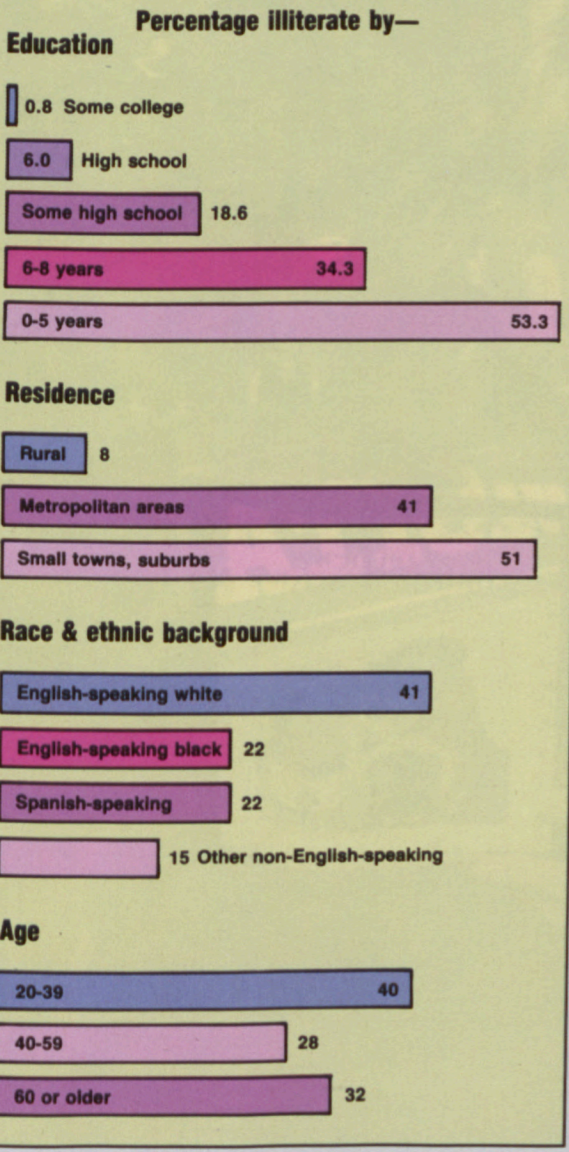
People in happy families air their differences but don't make personal attacks. Parents listen to children's ideas, then make the decisions, balancing everyone's interests so nobody's left out.

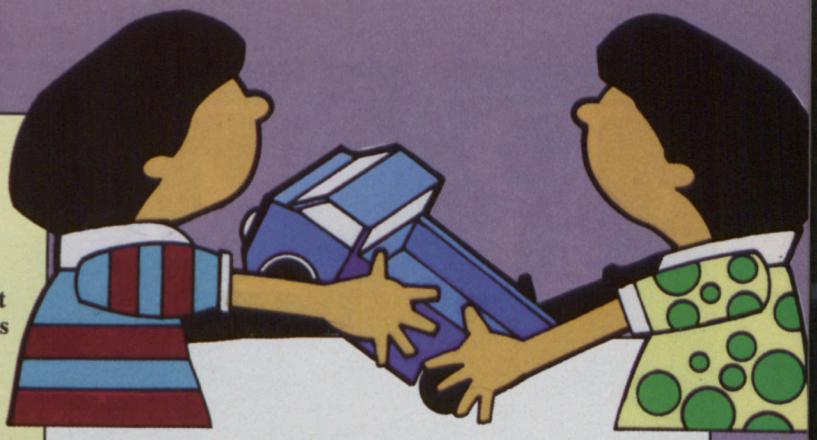
Portrait of U.S. Illiteracy

純羊毛制品顏色鮮艳

If you had to read that in order to catch your bus or order your lunch or check the want ads, you'd probably be in the same boat as at least 13 percent of U.S. citizens: they're illiterate in English. That's the finding of a U.S. Census Bureau literacy survey. What's worse, an earlier University of Texas test study found that 20 percent of Americans are functionally illiterate and another 34 percent can't perform everyday adult tasks easily or well. One encouraging note: finishing high school helps. Of the native English speakers who failed the Texas test, 70 percent had dropped out.

Each year some 2 million adult illiterates are helped, says the U.S. Department of Education—but another 2 million dropouts, pass-along graduates, and immigrants join the ranks of the adult illiterate. Meanwhile, this year and last the federal government has been spending the princely sum of $17 per illiterate to fight the problem.





Girls Are...or Are They?

The one on the right is more timid—or is it the one on the left? Depends on which one you think is the girl, suggests a recent study. Other findings: whether they're boys or girls, children are aggressive and active in playing with trucks, cars, and trains—but girls engage in these activities less often. Girls learn early to stay near adults, says early childhood education specialist Lilian Katz of the University of Illinois, but when they do get away from supervision, they're just as active, exploratory, and inventive as boys.

The Children of Alcoholism

Much has been written on the devastation that alcoholics and their spouses suffer. Less has been said about the effects of growing up as children of an alcoholic family. A report in *The Washington Post* offers some insights.

There are some 28 million children of alcoholics in this country. About 7 million are under age 18. Experts cite the following facts:

► Sons of alcoholic fathers are four times more likely to become alcoholics than other children.

► Daughters of alcoholic mothers are three times more likely to become alcoholics.

► Daughters of alcoholics are more likely to marry alcoholics. Up to 35 percent of children of alcoholics marry someone who is, or will become, an alcoholic.

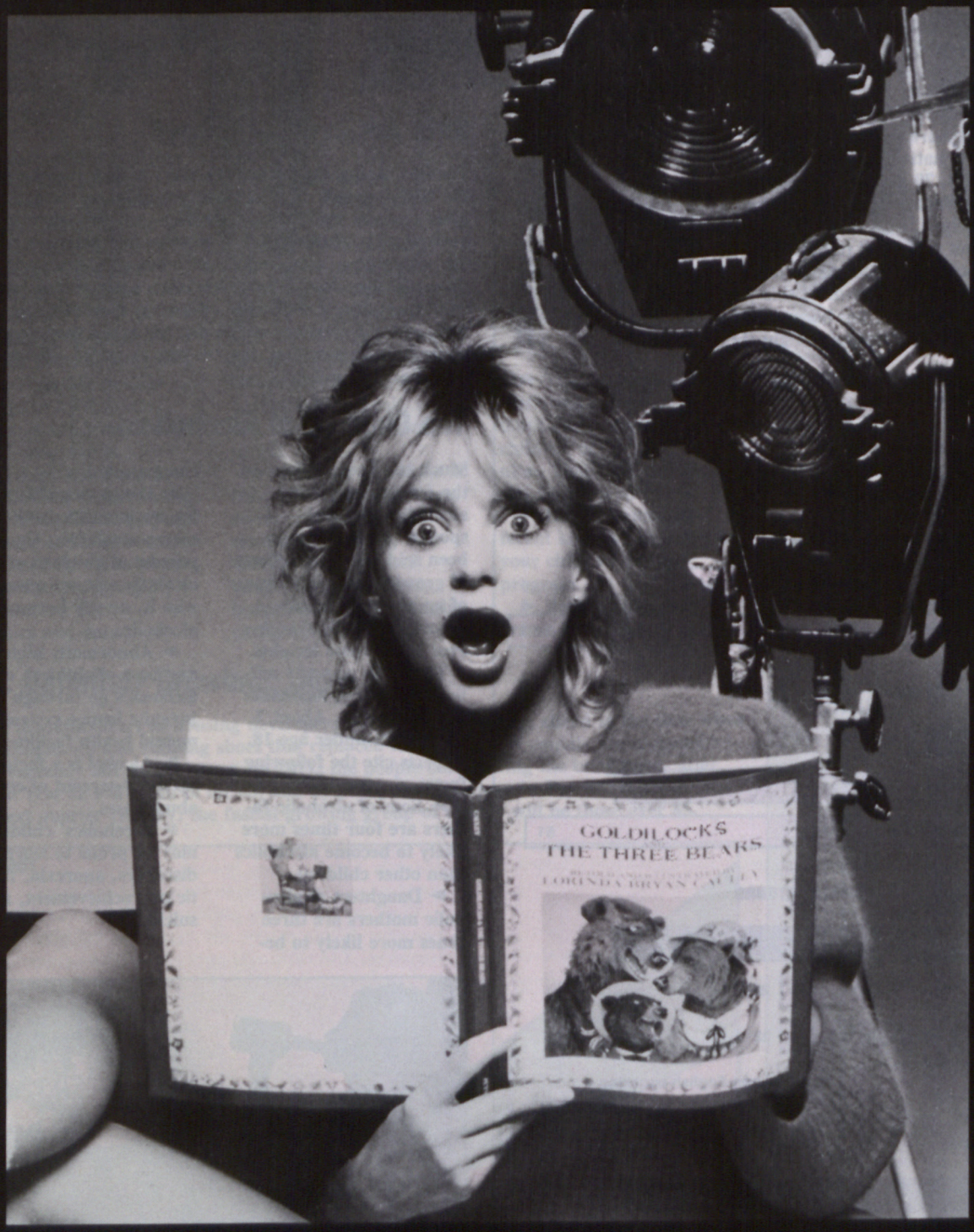
► Abnormally high numbers of children of alcoholics go through the juvenile justice system and mental health facilities.

► Alcohol is a factor in up to 90 percent of child abuse cases.

► Alcoholics' children may be prone to learning disorders, anorexia, frantic overachievement, and suicide.

Joe Di Dio

READ



Goldie Hawn
for America's
Libraries

American Library Association

ESP WAGES & SALARIES

A NATIONAL SURVEY

CENTRAL OFFICE
SECRETARIES STENOGRAPHERS

National Average Hourly Wage (1985-86)	$16,383*
National Average Hourly Wage (1984-85)	$15,343*
Percent Wage Increase	6.8%

1985-86 salaries paid central office secretaries/stenographers by school district

Birmingham City, Alabama Enrollment: 44,249	Low High Avg. No. of persons	14,053 20,625 17,165 80
Phoenix (H.S.), Arizona Enrollment: 19,760	Low High Avg. No. of persons	12,716 22,947 18,071 17
Pulaski County (Little Rock), Arkansas Enrollment: 29,954	Low High Avg. No. of persons	10,088 20,238 15,163 15
San Diego, California Enrollment: 111,325	Low High Avg. No. of persons	12,560 18,560 15,767 76
Orange County (Orlando), Florida Enrollment: 77,543	Low High Avg. No. of persons	8,853 14,553 11,703 178
Pinellas County, Florida Enrollment: 87,918	Low High Avg. No. of persons	9,966 25,800 15,562 117
Alton, Illinois Enrollment: 7,504	Low High Avg. No. of persons	15,093 21,611 18,352 7
Elgin, Illinois Enrollment: 25,475	Low High Avg. No. of persons	10,365 22,360 16,611 49
Sioux City, Iowa Enrollment: 13,011	Low High Avg. No. of persons	10,600 17,606 14,600 14
Derby, Kansas Enrollment: 4,777	Low High Avg. No. of persons	11,797 19,627 15,299 11
Westbrook, Maine Enrollment: 2,774	Low High Avg. No. of persons	16,307 16,307 16,307 2
Southfield, Michigan Enrollment: 8,623	Low High Avg. No. of persons	16,848 30,456 23,667 28
Clark County (Las Vegas), Nevada Enrollment: 87,805	Low High Avg. No. of persons	15,305 31,779 20,963 51
Oklahoma City, Oklahoma Enrollment: 40,366	Low High Avg. No. of persons	10,110 21,168 15,106 61
Vancouver, Washington Enrollment: 15,384	Low High Avg. No. of persons	11,835 24,398 18,117 27

*Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not however, represent **true** national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report, "Wages and Salaries Paid Support Personnel in Public Schools, 1985-86." © 1986 by Educational Research Service, Inc., Arlington, Va.

BUILDING LEVEL
SECRETARIES STENOGRAPHERS

National Average Salary (1985-86)	$13,233*
National Average Salary (1984-85)	$12,504*
Percent Salary Increase	5.8%

1985-86 salaries paid building level secretaries/stenographers (not clerk typists) by school district

Birmingham City, Alabama Enrollment: 44,249	Low High Avg. No. of persons	11,052 16,513 14,810 114
Phoenix (H.S.), Arizona Enrollment: 19,760	Low High Avg. No. of persons	13,885 18,667 ND 9
Pulaski County (Little Rock), Arkansas Enrollment: 29,954	Low High Avg. No. of persons	11,066 19,874 15,470 117
San Diego, California Enrollment: 111,325	Low High Avg. No. of persons	13,190 18,560 15,875 158
Orange County (Orlando), Florida Enrollment: 77,543	Low High Avg. No. of persons	11,567 15,096 13,500 109
Pinellas County, Florida Enrollment: 87,918	Low High Avg. No. of persons	9,941 19,877 13,985 116
Alton, Illinois Enrollment: 7,504	Low High Avg. No. of persons	11,915 16,907 14,411 23
Elgin, Illinois Enrollment: 25,475	Low High Avg. No. of persons	10,365 20,629 12,528 106
Sioux City, Iowa Enrollment: 13,011	Low High Avg. No. of persons	11,640 13,920 12,712 50
Derby, Kansas Enrollment: 4,777	Low High Avg. No. of persons	9,330 16,845 12,109 14
Westbrook, Maine Enrollment: 2,774	Low High Avg. No. of persons	9,412 13,184 10,392 14
Southfield, Michigan Enrollment: 8,623	Low High Avg. No. of persons	13,543 22,714 18,128 47
Clark County (Las Vegas), Nevada Enrollment: 87,805	Low High Avg. No. of persons	15,365 23,741 20,328 110
Oklahoma City, Oklahoma Enrollment: 40,366	Low High Avg. No. of persons	8,424 15,158 11,044 92
Vancouver, Washington Enrollment: 15,384	Low High Avg. No. of persons	11,835 16,099 ND 8

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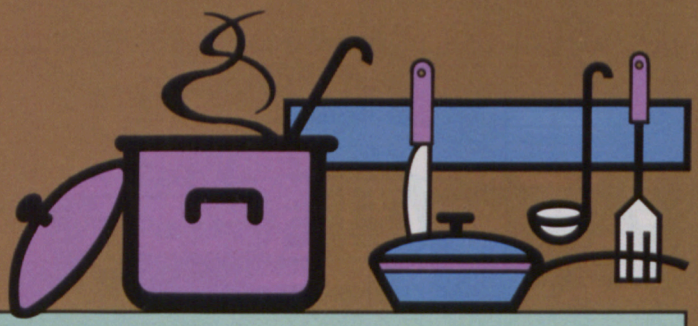
CAFETERIA WORKERS



National Average Hourly Wage (1985-86)	$5.76*
National Average Hourly Wage (1984-85)	$5.42*
Percent Wage Increase	6.3%

1985-86 hourly wages paid cafeteria workers (not supervisors) by school district

Birmingham City, Alabama		
Enrollment: 44,249	Low	3.35
	High	6.97
	Avg.	5.21
	No. of persons	514
Phoenix (H.S.), Arizona		
Enrollment: 19,760	Low	4.53
	High	6.09
	Avg.	5.74
	No. of persons	35
Pulaski County (Little Rock), Arkansas		
Enrollment: 29,954	Low	4.44
	High	7.96
	Avg.	6.20
	No. of persons	233
San Diego, California		
Enrollment: 111,325	Low	5.14
	High	7.60
	Avg.	6.37
	No. of persons	914
Orange County (Orlando), Florida		
Enrollment: 77,543	Low	4.86
	High	5.52
	Avg.	5.15
	No. of persons	413
Pinellas County, Florida		
Enrollment: 87,918	Low	4.02
	High	7.11
	Avg.	5.09
	No. of persons	581
Alton, Illinois		
Enrollment: 7,504	Low	5.03
	High	7.35
	Avg.	6.19
	No. of persons	85
Elgin, Illinois		
Enrollment: 25,475	Low	5.09
	High	7.01
	Avg.	5.52
	No. of persons	83
Sioux City, Iowa		
Enrollment: 13,011	Low	4.85
	High	5.90
	Avg.	5.15
	No. of persons	135
Derby, Kansas		
Enrollment: 4,777	Low	4.65
	High	8.40
	Avg.	5.97
	No. of persons	41
Westbrook, Maine		
Enrollment: 2,774	Low	4.98
	High	5.83
	Avg.	ND
	No. of persons	25
Southfield, Michigan		
Enrollment: 8,623	Low	5.62
	High	9.20
	Avg.	7.41
	No. of persons	39
Clark County (Las Vegas), Nevada		
Enrollment: 87,805	Low	5.71
	High	8.90
	Avg.	7.25
	No. of persons	234
Oklahoma City, Oklahoma		
Enrollment: 40,366	Low	5.08
	High	6.38
	Avg.	5.85
	No. of persons	543
Vancouver, Washington		
Enrollment: 15,384	Low	6.32
	High	6.86
	Avg.	6.59
	No. of persons	74

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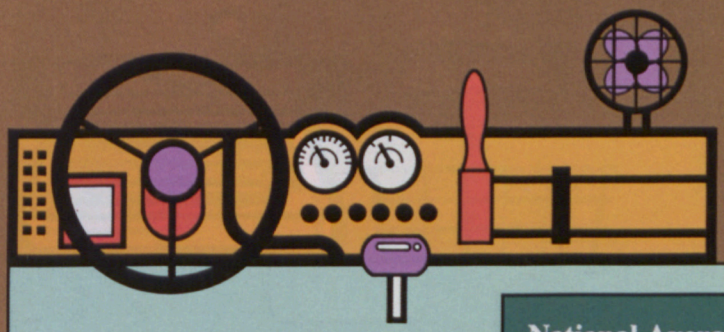

SCHOOL BUS DRIVERS

National Average Hourly Wage (1985-86)	$7.72*
National Average Hourly Wage (1984-85)	$7.27*
Percent Wage Increase	6.2%

1985-86 hourly wages paid school bus drivers by school district

Birmingham City, Alabama	Low	5.77
Enrollment: 44,249	High	5.77
	Avg.	5.77
	No. of persons	81
Phoenix (H.S.), Arizona	Low	5.57
Enrollment: 19,760	High	7.49
	Avg.	6.27
	No. of persons	15
Pulaski County (Little Rock), Arkansas	Low	4.75
Enrollment: 29,954	High	5.97
	Avg.	5.36
	No. of persons	218
San Diego, California	Low	8.80
Enrollment: 111,325	High	10.70
	Avg.	9.75
	No. of persons	45
Orange County (Orlando), Florida	Low	5.15
Enrollment: 77,543	High	6.84
	Avg.	5.90
	No. of persons	544
Pinellas County, Florida	Low	5.28
Enrollment: 87,918	High	8.03
	Avg.	6.06
	No. of persons	406
Alton, Illinois	Low	Con-
Enrollment: 7,504	High	tract
	Avg.	ser-
	No. of persons	vice
Elgin, Illinois	Low	8.42
Enrollment: 25,475	High	8.67
	Avg.	8.65
	No. of persons	120
Sioux City, Iowa	Low	6.75
Enrollment: 13,011	High	8.00
	Avg.	7.90
	No. of persons	25
Derby, Kansas	Low	8.40
Enrollment: 4,777	High	14.55
	Avg.	9.68
	No. of persons	36
Westbrook, Maine	Low	6.21
Enrollment: 2,774	High	7.00
	Avg.	ND
	No. of persons	12
Southfield, Michigan	Low	7.36
Enrollment: 8,623	High	9.31
	Avg.	8.34
	No. of persons	64
Clark County (Las Vegas), Nevada	Low	8.07
Enrollment: 87,805	High	11.92
	Avg.	9.87
	No. of persons	314
Oklahoma City, Oklahoma	Low	4.75
Enrollment: 40,366	High	7.67
	Avg.	5.24
	No. of persons	365
Vancouver, Washington	Low	9.07
Enrollment: 15,384	High	9.07
	Avg.	9.07
	No. of persons	68

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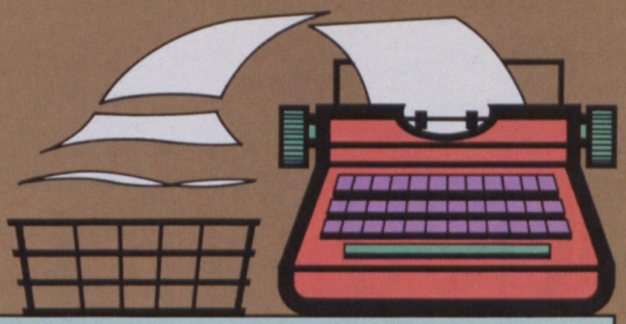
CENTRAL OFFICE

CLERK TYPISTS



National Average Hourly Wage (1985-86)	$13,208*
National Average Hourly Wage (1984-85)	$12,481*
Percent Wage Increase	5.8%

1985-86 salaries paid clerk typists by school district

Birmingham City, Alabama Enrollment: 44,249	Low	12,453
	High	14,717
	Avg.	13,760
	No. of persons	12
Pulaski County (Little Rock), Arkansas Enrollment: 29,954	Low	9,235
	High	18,075
	Avg.	13,655
	No. of persons	5
San Diego, California Enrollment: 111,325	Low	9,370
	High	17,892
	Avg.	13,631
	No. of persons	141
Orange County (Orlando), Florida Enrollment: 77,543	Low	9,396
	High	14,553
	Avg.	11,974
	No. of persons	20
Pinellas County, Florida Enrollment: 87,918	Low	6,439
	High	14,023
	Avg.	9,983
	No. of persons	55
Alton, Illinois Enrollment: 7,504	Low	12,812
	High	12,812
	Avg.	12,812
	No. of persons	1
Southfield, Michigan Enrollment: 8,623	Low	19,365
	High	20,342
	Avg.	19,853
	No. of persons	5
Clark County (Las Vegas), Nevada Enrollment: 87,805	Low	13,238
	High	18,583
	Avg.	16,036
	No. of persons	60
Oklahoma City, Oklahoma Enrollment: 40,366	Low	8,531
	High	13,106
	Avg.	11,724
	No. of persons	13
Vancouver, Washington Enrollment: 15,384	Low	11,835
	High	16,099
	Avg.	ND
	No. of persons	6

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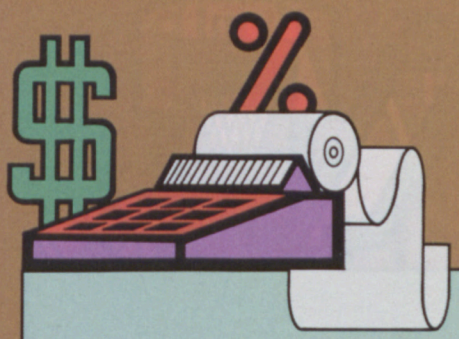

CENTRAL OFFICE
ACCOUNTING PAYROLL CLERKS

National Average Hourly Wage (1985-86)	$16,604*
National Average Hourly Wage (1984-85)	$15,421*
Percent Wage Increase	7.7%

1985-86 salaries paid accounting/payroll clerks by school district

Birmingham City, Alabama	Low	14,053
Enrollment: 44,249	High	20,625
	Avg.	17,553
	No. of persons	6
Phoenix (H.S.), Arizona	Low	11,985
Enrollment: 19,760	High	19,230
	Avg.	17,385
	No. of persons	14
Pulaski County (Little Rock), Arkansas	Low	10,712
Enrollment: 29,954	High	19,822
	Avg.	15,267
	No. of persons	4
San Diego, California	Low	12,880
Enrollment: 111,325	High	17,260
	Avg.	15,070
	No. of persons	18
Pinellas County, Florida	Low	9,929
Enrollment: 87,918	High	17,803
	Avg.	15,099
	No. of persons	27
Alton, Illinois	Low	11,915
Enrollment: 7,504	High	18,505
	Avg.	15,210
	No. of persons	16
Elgin, Illinois	Low	14,553
Enrollment: 25,475	High	20,107
	Avg.	17,641
	No. of persons	7
Sioux City, Iowa	Low	15,120
Enrollment: 13,011	High	16,478
	Avg.	15,392
	No. of persons	5
Derby, Kansas	Low	11,380
Enrollment: 4,777	High	18,270
	Avg.	14,157
	No. of persons	5
Westbrook, Maine	Low	16,307
Enrollment: 2,774	High	20,155
	Avg.	18,231
	No. of persons	2
Southfield, Michigan	Low	16,120
Enrollment: 8,623	High	22,714
	Avg.	20,583
	No. of persons	7
Clark County (Las Vegas), Nevada	Low	15,305
Enrollment: 87,805	High	20,421
	Avg.	18,061
	No. of persons	28
Oklahoma City, Oklahoma	Low	11,664
Enrollment: 40,366	High	22,512
	Avg.	16,849
	No. of persons	7
Vancouver, Washington	Low	11,315
Enrollment: 15,384	High	16,619
	Avg.	13,967
	No. of persons	6

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TEACHER AIDES: NONINSTRUCTIONAL

National Average Hourly Wage (1985-86)	$5.91*
National Average Hourly Wage (1984-85)	$5.60*
Percent Wage Increase	5.5%

1985-86 hourly wages paid teacher aides (noninstructional) by school district

Birmingham City, Alabama	Low	3.75
Enrollment: 44,249	High	3.75
	Avg.	3.75
	No. of persons	24
Pinellas County, Florida	Low	4.38
Enrollment: 87,918	High	7.01
	Avg.	5.08
	No. of persons	408
Alton, Illinois	Low	5.30
Enrollment: 7,504	High	7.03
	Avg.	6.17
	No. of persons	40
Sioux City, Iowa	Low	4.45
Enrollment: 13,011	High	5.70
	Avg.	5.35
	No. of persons	150
Derby, Kansas	Low	4.75
Enrollment: 4,777	High	6.65
	Avg.	5.28
	No. of persons	25
Westbrook, Maine	Low	5.63
Enrollment: 2,774	High	6.30
	Avg.	ND
	No. of persons	4
Southfield, Michigan	Low	6.39
Enrollment: 8,623	High	7.87
	Avg.	7.13
	No. of persons	27
Clark County (Las Vegas), Nevada	Low	5.48
Enrollment: 87,805	High	7.33
	Avg.	6.33
	No. of persons	134
Oklahoma City, Oklahoma	Low	5.80
Enrollment: 40,366	High	6.70
	Avg.	6.20
	No. of persons	33
Vancouver, Washington	Low	4.34
Enrollment: 15,384	High	6.19
	Avg.	5.27
	No. of persons	189

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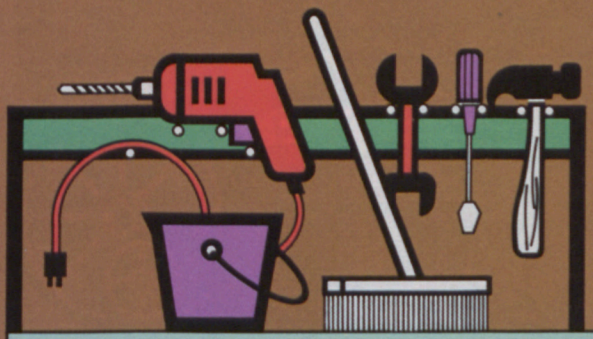


CUSTODIANS

National Average Hourly Wage (1985-86)	$7.28*
National Average Hourly Wage (1984-85)	$6.90*
Percent Wage Increase	5.5%

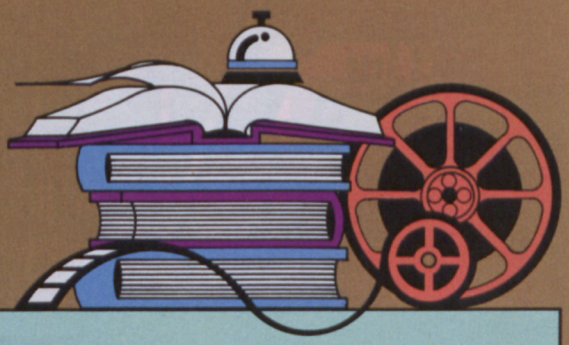
1985-86 hourly wages paid custodians (not engineers) by school district

Birmingham City, Alabama	Low	4.20
Enrollment: 44,249	High	6.43
	Avg.	5.84
	No. of persons	563
Phoenix (H.S.), Arizona	Low	7.41
Enrollment: 19,760	High	7.41
	Avg.	7.41
	No. of persons	61
Pulaski County (Little Rock), Arkansas	Low	4.55
Enrollment: 29,954	High	8.17
	Avg.	6.36
	No. of persons	204
San Diego, California	Low	7.25
Enrollment: 111,325	High	11.80
	Avg.	9.53
	No. of persons	412
Orange County (Orlando), Florida	Low	4.63
Enrollment: 77,543	High	6.32
	Avg.	5.45
	No. of persons	303
Pinellas County, Florida	Low	4.44
Enrollment: 87,918	High	6.92
	Avg.	5.17
	No. of persons	535
Alton, Illinois	Low	6.34
Enrollment: 7,504	High	9.08
	Avg.	7.71
	No. of persons	74
Elgin, Illinois	Low	4.77
Enrollment: 25,475	High	13.56
	Avg.	9.64
	No. of persons	81
Sioux City, Iowa	Low	5.08
Enrollment: 13,011	High	8.76
	Avg.	8.43
	No. of persons	96
Derby, Kansas	Low	4.90
Enrollment: 4,777	High	9.10
	Avg.	5.95
	No. of persons	33
Westbrook, Maine	Low	5.07
Enrollment: 2,774	High	7.53
	Avg.	ND
	No. of persons	33
Southfield, Michigan	Low	7.36
Enrollment: 8,623	High	10.91
	Avg.	9.14
	No. of persons	116
Clark County (Las Vegas), Nevada	Low	6.65
Enrollment: 87,805	High	13.10
	Avg.	8.21
	No. of persons	537
Oklahoma City, Oklahoma	Low	5.07
Enrollment: 40,366	High	9.09
	Avg.	6.58
	No. of persons	371
Vancouver, Washington	Low	8.78
Enrollment: 15,384	High	9.50
	Avg.	9.14
	No. of persons	38

*Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not however, represent **true** national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report, "Wages and Salaries Paid Support Personnel in Public Schools, 1985-86." © 1986 by Educational Research Service, Inc., Arlington, Va.

BUILDING LEVEL

LIBRARY CLERKS



National Average Salary (1985-86)	$10,412*
National Average Salary (1984-85)	$9,911*
Percent Salary Increase	5.1%

1985-86 salaries paid library clerks by school district

Birmingham City, Alabama	Low	10,515
Enrollment: 44,249	High	12,755
	Avg.	11,650
	No. of persons	29
Phoenix (H.S.), Arizona	Low	8,568
Enrollment: 19,760	High	11,522
	Avg.	11,070
	No. of persons	26
Pulaski County (Little Rock), Arkansas	Low	6,453
Enrollment: 29,954	High	11,591
	Avg.	9,022
	No. of persons	54
San Diego, California	Low	11,680
Enrollment: 111,325	High	15,650
	Avg.	13,665
	No. of persons	47
Orange County (Orlando), Florida	Low	5,639
Enrollment: 77,543	High	7,886
	Avg.	6,200
	No. of persons	129
Pinellas County, Florida	Low	6,009
Enrollment: 87,918	High	10,697
	Avg.	7,615
	No. of persons	50
Alton, Illinois	Low	5,883
Enrollment: 7,504	High	7,455
	Avg.	6,669
	No. of persons	3
Elgin, Illinois	Low	5,803
Enrollment: 25,475	High	6,964
	Avg.	5,997
	No. of persons	30
Derby, Kansas	Low	9,614
Enrollment: 4,777	High	12,289
	Avg.	10,952
	No. of persons	2
Westbrook, Maine	Low	8,391
Enrollment: 2,774	High	8,391
	Avg.	8,391
	No. of persons	1
Okahoma City, Oklahoma	Low	7,344
Enrollment: 40,366	High	13,007
	Avg.	8,140
	No. of persons	81

*Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not however, represent true national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report, "Wages and Salaries Paid Support Personnel in Public Schools, 1985-86." © 1986 by Educational Research Service, Inc., Arlington, Va.

TEACHER AIDES: INSTRUCTIONAL

National Average Hourly Wage (1985-86)	$6.20*
National Average Hourly Wage (1984-85)	$5.89*
Percent Wage Increase	5.3%

1985-86 hourly wages paid teacher aides (instructional) by school district

Birmingham City, Alabama	Low	6.83
Enrollment: 44,249	High	6.83
	Avg.	6.83
	No. of persons	210
Phoenix (H.S.), Arizona	Low	4.81
Enrollment: 19,760	High	6.46
	Avg.	6.20
	No. of persons	48
Pulaski County (Little Rock), Arkansas	Low	4.50
Enrollment: 29,954	High	9.70
	Avg.	7.10
	No. of persons	190
San Diego, California	Low	4.90
Enrollment: 111,325	High	7.99
	Avg.	6.45
	No. of persons	1,494
Orange County (Orlando), Florida	Low	4.24
Enrollment: 77,543	High	5.93
	Avg.	5.05
	No. of persons	808
Pinellas County, Florida	Low	4.84
Enrollment: 87,918	High	7.76
	Avg.	5.52
	No. of persons	339
Alton, Illinois	Low	5.61
Enrollment: 7,504	High	7.34
	Avg.	6.48
	No. of persons	49
Elgin, Illinois	Low	5.55
Enrollment: 25,475	High	8.34
	Avg.	5.84
	No. of persons	152
Sioux City, Iowa	Low	7.95
Enrollment: 13,011	High	7.95
	Avg.	7.95
	No. of persons	6
Derby, Kansas	Low	4.75
Enrollment: 4,777	High	7.35
	Avg.	5.40
	No. of persons	28
Westbrook, Maine	Low	6.58
Enrollment: 2,774	High	7.38
	Avg.	ND
	No. of persons	4
Southfield, Michigan	Low	9.56
Enrollment: 8,623	High	9.56
	Avg.	9.56
	No. of persons	74
Clark County (Las Vegas), Nevada	Low	6.03
Enrollment: 87,805	High	8.49
	Avg.	7.11
	No. of persons	475
Oklahoma City, Oklahoma	Low	5.80
Enrollment: 40,366	High	7.00
	Avg.	6.40
	No. of persons	321

*Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not however, represent **true** national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report, "Wages and Salaries Paid Support Personnel in Public Schools, 1985-86." © 1986 by Educational Research Service, Inc., Arlington, Va.

PRIVATE SECTOR WAGES AND SALARIES

The following charts show average hourly and weekly wages paid to workers by private businesses in 10 metropolitan areas. This information covers many of the same jobs held by school support staff, including, office, technical, and maintenance and custodial occupations. School districts tend to pay wages and salaries similar to what local private companies pay. All figures are based on surveys conducted from January through March, 1986, by the U.S. Bureau of Labor Statistics and were released last July.

AVERAGE WEEKLY EARNINGS FOR

SELECTED PROFESSIONAL & TECHNICAL OCCUPATIONS

IN 10 AREAS

Occupation	Chicago, Ill. Mar. '86	Davenport, Iowa Rock Island & Moline, Ill. Feb. '86	Huntsville, Ala. Feb. '86	Jackson, Miss. Jan. '86	Minneapolis & St. Paul, Minn. Jan. '86	Newark, N.J. Jan. '86	Pittsburgh, Pa. Jan. '86	San Francisco & Oakland, Calif. Mar. '86	Wash. D.C. Metro Area Mar. '86	York, Pa. Jan. '86
Computer programmers (business)	$532.50	$487.50	$478.00	$454.00	$500.00	$526.50	$469.00	$587.00	$547.00	$400.00
Computer operators	381.50	430.00	304.00	323.00	355.50	369.00	362.00	402.50	376.00	294.50

AVERAGE WEEKLY EARNINGS FOR

SELECTED OFFICE OCCUPATIONS

IN 10 AREAS

Occupation	Chicago, Ill. Mar. '86	Davenport, Iowa Rock Island & Moline, Ill. Feb. '86	Huntsville, Ala. Feb. '86	Jackson, Miss. Jan. '86	Minneapolis & St. Paul, Minn. Jan. '86	Newark, N.J. Jan. '86	Pittsburgh, Pa. Jan. '86	San Francisco & Oakland, Calif. Mar. '86	Wash. D.C. Metro Area Mar. '86	York, Pa. Jan. '86
Secretaries	$389.00	$466.50	$349.50	$331.50	$361.50	$401.00	$367.00	$423.00	$392.50	$313.50
Typists	259.50	366.50	—	229.50	250.00	254.50	277.50	291.50	276.50	277.50
Switchboard operator-receptionists	262.50	247.50	244.00	243.00	269.50	272.00	259.50	297.50	281.00	234.50
Accounting clerks	303.50	352.50	261.00	271.50	300.50	302.50	298.50	367.50	306.00	249.50

AVERAGE HOURLY EARNINGS FOR

SELECTED PLANT OCCUPATIONS

IN 10 AREAS

Occupation	Chicago, Ill.	Davenport, Iowa Rock Island & Moline, Ill.	Huntsville, Ala.	Jackson, Miss.	Minneapolis & St. Paul, Minn.	Newark, N.J.	Pittsburgh, Pa.	San Francisco & Oakland, Calif.	Wash. D.C. Metro Area	York, Pa.
	Mar. '86	Feb. '86	Feb. '86	Jan. '86	Jan. '86	Jan. '86	Jan. '86	Mar. '86	Mar. '86	Jan. '86
Carpenters ...	$15.10	$14.37	$11.28	—	$14.30	$12.31	$12.22	$17.43	$12.52	$11.21
Electricians ..	14.60	14.92	14.44	12.46	15.61	13.22	13.44	16.47	13.14	12.05
Machinists....	13.75	14.27	11.75	—	14.57	13.75	12.94	16.03	—	11.58
Mechanics (motor vehicles).....	15.02	14.19	10.53	11.21	13.08	12.19	11.93	15.95	13.43	10.79
Maintenance trades helpers.....	10.00	11.11	8.58	—	—	9.38	10.29	12.58	—	8.68
Truckdrivers .	13.49	12.61	8.32	9.14	12.86	11.92	12.27	13.57	10.64	9.86

PERCENT INCREASE IN AVERAGE HOURLY EARNINGS IN THE PREVIOUS YEAR

SELECTED OCCUPATIONAL GROUPS

IN 10 AREAS

Occupation	Chicago, Ill.	Davenport, Iowa Rock Island & Moline, Ill.	Huntsville, Ala.	Jackson, Miss.	Minneapolis & St. Paul, Minn.	Newark, N.J.	Pittsburgh, Pa.	San Francisco & Oakland, Calif.	Wash. D.C. Metro Area	York, Pa.
	Mar. '85–Mar. '86	Feb. '85–Feb. '86	Feb. '85–Feb. '86	Jan. '85–Jan. '86	Jan. '85–Jan. '86	Jan. '85–Jan. '86	Jan. '85–Jan. '86	Mar. '85–Mar. '86	Mar. '85–Mar. '86	Jan. '85–Jan. '86
Office clerical	4.3%	3.3%	—	4.4%	5.3%	5.0%	3.5%	4.7%	5.3%	3.0%
Electronic data processing ...	4.2	3.9	—	4.7	4.5	6.4	3.7	4.2	5.1	5.8
Industrial nurses.....	3.2	4.1	—	—	5.0	5.2	2.7	2.9	—	4.9
Skilled maintenance trades	3.8	2.8	4.4	2.7	3.2	4.7	1.6	3.2	—	3.7
Unskilled plant workers.....	4.8	3.2	6.9	1.3	2.7	3.7	.4	−.8	3.1	3.1

How to recognize a quack when you see one.

Quack medical products. They're everything from baldness remedies to cancer cures. All eventually prove to be a waste of money; many actually pose a serious threat to your health.

How do you distinguish a quack medical product from the real thing? For a start—if it sounds too good to be true, it probably is. Quack medical products usually claim simple solutions, miracle cures, or amazing scientific breakthroughs. Many flaunt testimonials from satisfied users. To be sure whether a medical product is a quack, check with your doctor or pharmacist first. Because the next dead duck could be you.

For a free brochure, mail to:
Quackery, HFE 55, Rockville, Maryland 20857.

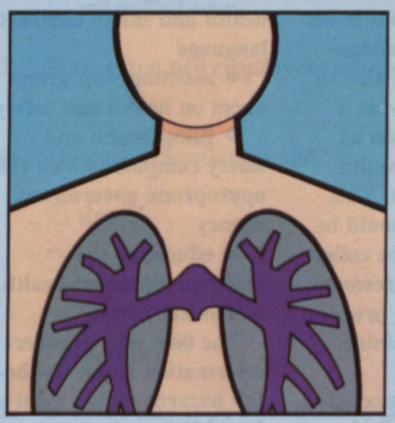
NAME (please print)

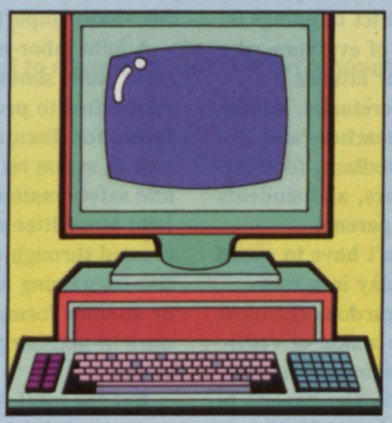
ADDRESS

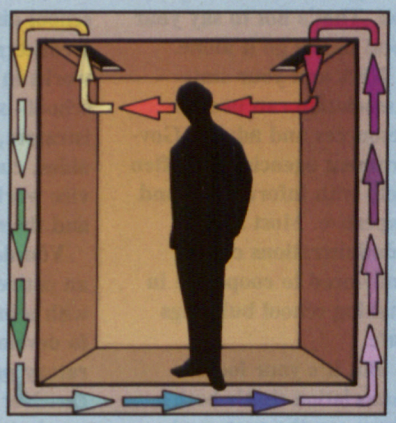
CITY STATE ZIP

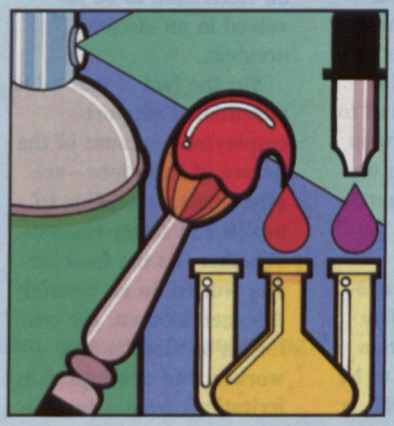
A public service message from the Pharmaceutical Advertising Council and the Food and Drug Administration.

Health & Safety









Employee Protections Begin with Strong Associations

The local Association is the first line of defense in protecting members' safety and health on the job. That's not to say your local has to go it alone.

NEA and your state Association can provide resources and advice. Government agencies can often help with information and expertise. Most school administrations can be convinced to cooperate in making school buildings safe.

But it's your local Association that's both there, on the spot, and most directly concerned with the welfare of its members. Your local is also in the best position to organize the membership to collect information on health and safety hazards that exist in their workplaces.

The new *NEA Occupational Health and Safety Handbook for Education Employees,* expected to be available early in 1987, is designed to help local Associations identify, and mobilize to correct job hazards. The *Handbook* includes sections on job-related health hazards, safety hazards, the rights of employees and their unions, how local Associations can organize around health and safety concerns, and where to find further information.

Health and safety in school district buildings is a concern of everyone who works in or attends a school—secretaries, administrators, teachers and aides, custodians, food service workers, and students and their parents.

You don't have to spend an entire day in a room with a hazardous chemical to develop a skin or respiratory problem, or a cancer. Nor do you have to be an electrician to be involved in an electrical accident.

But the fact is that educational support employees—because of the nature of their jobs—are often most vulnerable to health and safety hazards. Whether it's the food service worker in an unsafely designed kitchen, the custodian or maintenance worker who develops skin irritations from using solvents that are toxic, or the clerical employee with stress from spending the day at a video display terminal—support jobs entail a high degree of risk.

You can reduce those risks, and the best way to start is to set up a local safety and health committee—composed of members who are ready to learn and put in some hard work on this vitally important issue.

A joint labor-management panel should also be established to provide a forum for discussion as well as action on health and safety matters. This joint committee should be created through the collective bargaining agreement, or another formal procedure in non-bargaining states.

But the local Association committee should be independent of the joint committee. It's like any other committee of your local—of, by, and for the membership. This is the place for members to talk among themselves and develop the Association's strategy for ensuring a safe and healthy workplace.

The duties of the Association health and safety committee include—

- collecting information about safety and health hazards faced by members
- evaluating possible sources of health and safety problems
- making recommendations to the administration about the elimination of hazards
- obtaining and keeping records of illnesses and injuries
- helping negotiate health and safety contract language
- assisting with grievances on health and safety
- filing health and safety complaints with the appropriate government agency
- educating the membership about health and safety issues.

The best way to collect information about on-the-job hazards facing members is to conduct two separate surveys of the membership—a health survey and a safety survey. These surveys should be done each year.

A job safety survey is a checklist of potentially unsafe conditions—and it must be designed with the details of the different work areas and equipment in mind. Information on how to develop a safety survey is included in the *NEA Occupational Health and Safety Handbook for Education Employees.*

A health survey is simpler to design, since it's less specific to each job. On the next two pages are examples from the *NEA Handbook* of questions to be included on this survey.

1. **What chemicals are in use in your work area?**

2. **Is there a Material Safety Data Sheet (MSDA) for each chemical on file in the office?**

   If not, can you supply the following information for each chemical you use?

   ☐ **trade name**

   ☐ **chemical name**

   ☐ **manufacturer**

3. **How often are employees exposed to chemicals and in what amounts?**

4. **How are chemicals used?**

   ☐ **dry**
   ☐ **wet**
   ☐ **mixed**
   ☐ **dumped**

5. **Is there any type of radiation source?**

   ☐ **x-rays** ☐ **microwaves** ☐ **ultraviolet**

   Are tests conducted to determine radiation sources?

   By whom? and how often?

6. **Is there excessive noise? heat?**

   Has the district commissioned noise or environment surveys (e.g. air sampling)?

   What firm was hired to do the tests?

7. **Are there engineering controls to reduce exposure to chemicals?**

   radiation? noise? heat?

8. **Is there adequate ventilation to reduce air contamination, heat?**

9. **Is air contamination reduction equipment maintained regularly; are ventilation ducts and dust collection ducts cleaned out regularly?**

Health & Safety

10. Are cleaning and changing facilities provided?

    Are eye-wash stands available in areas where acids used?

11. Are work clothes provided by the employer?

    Are work clothes laundered by the employer?

12. Do certain jobs have a high absence or quit rate?

13. Are there medically-related disabilities or retirements among employees for such reasons as cancer, heart, or respiratory disease?

14. Are the following conditions present in work areas?

    ☐ You see airborne dust, smoke, mist

    ☐ You see accumulations of dust, liquids, or oil on floors or window sills

    ☐ You smell vapors or gases when solvents or cleaning compounds are used

    ☐ You develop a "bad taste" when in certain areas

    ☐ Your eyes burn or nose and throat get irritated

    ☐ You feel extreme heat or cold

    ☐ You hear noise

15. Do employees suffer from the following problems or exhibit the following symptoms?

    ☐ dermatitis or skin rash

    ☐ nagging coughs or persistent colds

    ☐ dizziness or headaches

    ☐ irritability, nausea, fatigue, loss of appetite, or backaches

    ☐ loss of hearing or ringing in the ears

    ☐ recurring infections

    ☐ respiratory ailments such as tight chest or heavy breathing.

16. Is personal protective equipment available when needed?

    ☐ respirators

    ☐ goggles

    ☐ gloves

    ☐ boots

    Is the equipment in good condition?

Additional questions can be developed to meet the needs of the entire district, building, or particular job category.

HELPING YOU PLAN YOUR FUTURE EVERY DAY.

Special Services is the part of your Association devoted to helping Educational Support members—and all NEA members—in a number of important consumer areas. The following five pages will show you how we can help you get the most for your hard-earned money, enhance your family's financial security, and enrich your family's lifestyle. In fact, when you take advantage of our programs on a regular basis, you could save more money every year than the cost of your membership dues. Once you become familiar with Special Services' products and services, you'll see that we're here to help you plan your future every day.

NEA...Working for you

How important is insurance protection compared to other investments you can make for your family? The answer to this question is that insurance is usually the *first* investment to make when planning for the future.

Without adequate life insurance coverage, your family could face severe financial consequences should you die unexpectedly.

Without homeowners insurance you are leaving your most valuable material assets vulnerable to fire, theft or accident.

Without long-term disability protection you and your family could be forced to live without your paycheck.

Without complete medical insurance a serious illness could create a financial disaster.

Insurance is something you just can't go "without"—it's the secure foundation on which all other investments are built. Special Services has researched member needs and developed custom-tailored insurance plans to meet these needs. Our plans are all designed to give you superior protection at affordable rates, and each is backed by the Special Services symbol...your guarantee of quality, reliability, service and value.

INSURA
PROTEC

Right now Special Services sponsors five "members only" insurance programs:

- NEA Life Insurance
- NEA Accidental Death & Dismemberment Insurance
- NEA Long-Term Disability Insurance*
- NEA Homeowners Insurance*
- NEA MemberCare Supplemental Health Insurance*

In addition to these coverages, many state and local associations sponsor excellent insurance programs. Please use the order form at the front of this section to send for information on any of our insurance plans or for our free consumer guides on insurance. Remember, your first investment for the future should be in the security of insurance protection.

*Currently not available in all states.

NEA DUES-TAB No-Cost Insurance Benefit

To give all members a head start on their insurance protection, Special Services on behalf of the NEA Members Insurance Trust, introduced NEA DUES-TAB last September. This valuable protection is offered at *no-cost* to all Active, Educational Support and Life members who are actively employed in the field of education. DUES-TAB provides a no-cost life insurance benefit calculated on membership dues; a no-cost accidental death and dismemberment benefit equal to five times the life benefit; $25,000 of no-cost coverage for death while on the job or serving as an Association leader. If you are an eligible member and have not certified yet, call 1-800-637-4636 (in Maryland, 1-800-852-4636) for your DUES-TAB certification materials.

NEA DUES TAB

NCE
TION

MONEY MANAG

The route to financial security is both long-term and short-term. Long-term planning requires that you look ahead to retirement and save now to meet your future needs. Special Services has developed a tax-deferred annuity program (UTP TDA*) to help members accumulate the cash needed for a secure retirement. The plan is a special 403(b) TDA available only to employees of the public school system—and it affords members an opportunity to shelter a portion of their income from taxes—a privileged tax status not available to the general public. In addition, many states and locals sponsor TDA programs.

For the shorter term, Special Services offers you the NEA gold MasterCard.®* This golden card gives you all the benefits of other preferred credit cards for the special Association price of only $12.00 a year. Your card proudly displays your state and national NEA membership, and offers many additional member benefits like a 10% finance charge rebate, up to $300,000 of travel insurance, and much more.

Use our convenient order form to request additional information about the UTP TDA and the NEA gold MasterCard. They're two convenient ways to help you manage your money today... and tomorrow.

*Currently not available in all states.

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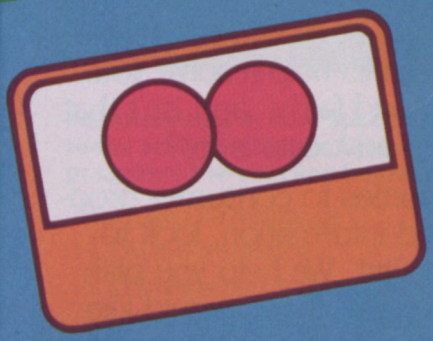


Discounts

Financial planning also involves saving money on everyday purchases—and this is where Special Services' quality discount programs can help. We offer a wide assortment of unique programs that can save you a considerable amount of money over the course of a year.

NEA's Pharmacy Service—a convenient way to save money on quality over-the-counter products as well as prescription medicines.

NEA Literary Guild—you can choose 5 books for only 49¢ each with a one-book/six-month membership in this exciting program.

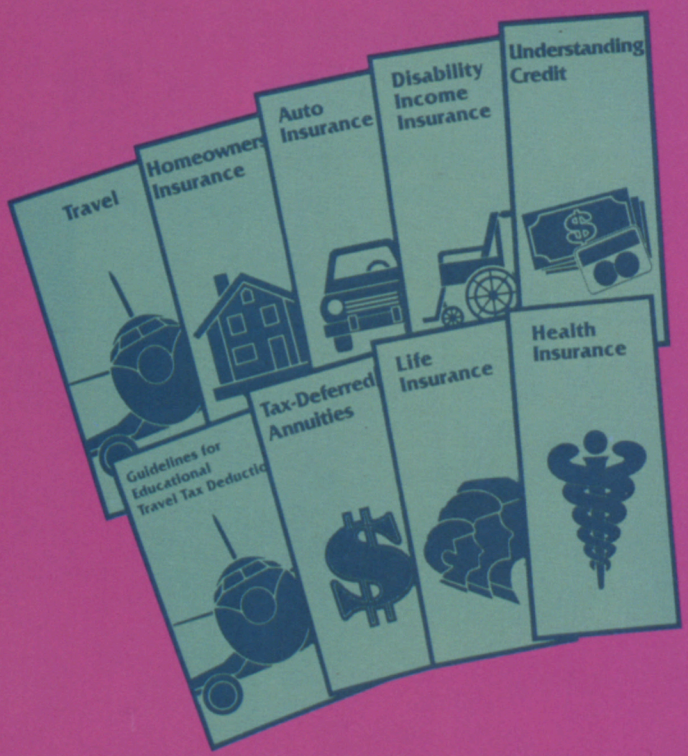
NEA Hertz—all members are entitled to a free NEA Hertz discount card. Use the order form to send for yours today!

NEA Vitamin Program—save on quality vitamins and health and beauty aids sent right to your door.

Travel

When it's time to take that trip you've always wanted, check with NEA Travel. Special Services created this program to offer members unique travel opportunities. Choose from an exciting variety of tours and cruises to both international and domestic destinations, airfare-only packages (either charter or scheduled) and much, much more. You can keep up-to-date with all of our activities and receive helpful travel hints by signing up for the Preferred Travelers Mailing List...take advantage of all NEA Travel has to offer! NEA Travel really does "put the world at your fingertips."

CONSUMER



Consumer Advocates

Special Services stands behind each and every product and service that carries the Special Services symbol. If you ever have a problem or concern after a purchase, please let us know right away. We'll do all we can to help resolve your situation quickly and fairly...and isn't that what a consumer advocate is for?

When it comes to consumer products, services and information, look to Special Services first. We help you plan your future every day. If you would like more information, use the order form at the front of this section or write to: NEA Special Services Response Center, 51 Monroe Street, Suite 200, Rockville, Maryland 20850.

Consumer Education

Special Services wants all members to be able to make the best possible consumer decisions. That's why we offer free consumer guides on a wide variety of topics. Each guide is full of *complete* and *unbiased* information to give you the facts you need before you make an important decision or purchase. Great care was taken in the research and writing of our guides to ensure that members receive current and reliable information. Please use the order form at the front of this section for a list of available free guides.

YOUR NEA

Actions of the 65th NEA Representative Assembly

Louisville, Ky., July 3-6, 1986

Carolyn Salisbury

Over 7,000 delegates to the 1986 NEA Representative Assembly, which met in Louisville, Ky., July 3-6, reelected Secretary-Treasurer Roxanne Bradshaw and Executive Committee member John Wilson, and chose Sue Hovey of Idaho and Roz Schleife of Wisconsin to fill two other Executive Committee seats. Delegates also approved a $108.5 million budget for the coming year and set the Association's official policies.

Those policies appear—in full—in the pages that follow. The **Legislative Program** sets forth the federal legislative policies of the Association. The **New Business Items** mandate specific Association activities. **Resolutions** are a formal expression of opinion and intent that guide the Association's general direction.

Joe Di Dio

LEGISLATIVE PROGRAM FOR THE 100TH CONGRESS

Adopted by the 1986 NEA Representative Assembly

PREAMBLE

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the federal legislative policies of the organization.

NEA is committed to excellence in education through a true partnership of the federal, state, and local levels of government. It seeks provision of federal resources and programs to assist state and local governments with their responsibility to enhance educational excellence and to assure equal educational opportunity as well as to assist in the provision of resources for the maintenance and operation of the public schools, and colleges and universities.

NEA will initiate specific educational measures in the Congress as proposed in the *NEA Open Letter to America on Schools, Students, and Tomorrow* at the direction of the NEA Board of Directors. Such legislative initiatives, in addition to the activities spelled out in this Legislative Program, will assist state and local school districts in meeting the goal of educational excellence for all.

NEA also seeks improvement in the professional status and personal economic security of all members; adequate protection and enforcement of civil and human rights; and preservation and advancement of good public policy.

NEA supports federal legislation consistent with its principles in these areas and opposes legislation detrimental to these goals. Of necessity NEA activity in these areas takes place within the framework of the legislative and political environment. The present environment is marked by significant federal deficits and federal withdrawal from domestic programs. Prospects for new or expanded federal programs are severely limited. In this less-than-hospitable climate NEA nonetheless attempts to advance the Legislative Program to the degree possible.

The Association lobbying resources to achieve NEA's ends are grouped into three Tiers of activity.

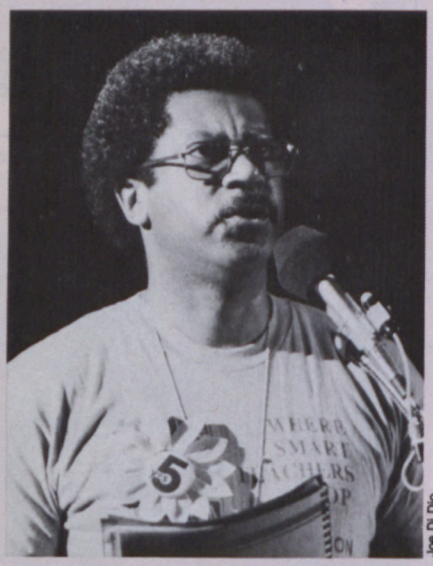
First Tier: *NEA Priority Legislative Initatives*. Legislative issues developed and initiated by NEA which require *continuing* high activity levels to accomplish the goal.

Second Tier: *Current Priority Congressional Issues*. Legislative issues originated in the Congress or the Administration which require *ongoing* NEA activity to advance NEA's objectives.

Third Tier: *NEA Ongoing Legislative Concerns*. Legislative issues constantly *monitored* which require appropriate NEA activity when matters arise in the Congress.

Note: The following is the Legislative Program adopted by the 1986 Representative Assembly. The official version of the Program will appear in the 1986-87 NEA Handbook to be published this Fall.

Note: Asterisks (*) following items in the Legislative Program indicate that information on NEA policy is available through NEA Government Relations, (202) 822-7300.



Joe Di Dio

FIRST TIER: NEA PRIORITY LEGISLATIVE INITIATIVES

Legislative issues developed and initiated by NEA which require *continuing* high activity levels to accomplish the goal.

I. Increased Federal Funding for Education

NEA supports a full partnership role for the federal government in assisting local school districts by redirecting national priorities in order to provide substantial increases in federal funding for public elementary and secondary education through a program of *general aid* and *categorical assistance*.

- *General aid* assists local and state agencies in meeting their responsibility to maintain and operate the public schools. Specifically, NEA supports full funding for legislation which establishes a program of local incentive grants for excellence in public schools based on the development and implementation of a locally based plan to improve areas—such as mathematics, science, foreign language, communications, technology instruction, and guidance and counseling—which are critical to our national interest.
- *Categorical assistance* is made available to local education agencies for targeted special-needs populations. Specifically, NEA supports adequate funding for impact aid; aid for the disadvantaged; desegregation assistance; assistance for English-deficient students; foreign language and international studies programs; vocational education; American Indian/Alaska Native education; magnet schools; migrant education; education for the handicapped and for the gifted and talented; refugee education; child nutrition programs; and aid for school libraries.

NEA also supports federal funding for postsecondary education, including programs of institutional, scholar, and student support; grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

NEA opposes federal control of local schools.

II. Collective Bargaining*

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established minimum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of NEA's legislative effort should be to secure Congressional action under the Commerce Power, although other relevant sources of Congressional power—including the Spending Power—should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools and colleges and universities remains constant. The Action Plan for collective bargaining in support of this commitment will be reassessed on a continuing basis.

SECOND TIER: CURRENT PRIORITY CONGRESSIONAL ISSUES

Legislative issues originated in the Congress or the Administration which require *ongoing* NEA activity to advance NEA's objective

I. Asbestos Abatement*

NEA supports

- federal assistance to remove or contain friable asbestos which threatens health and safety in the public schools;
- funding mechanisms for grants and/or loans for school districts for abatement activities;
- sufficient training and proper safety protection for school personnel or others charged with identifying and/or removing friable asbestos;
- financial protection of individuals damaged by asbestos.

II. Civil and Human Rights Protection*

NEA supports

- preserving and strengthening basic civil and human rights under law;
- eliminating barriers restricting the individual

exercise of rights;

• vigorous enforcement of civil rights laws, including desegregation activities and programs for American Indians/Alaska Natives, through full funding and appropriate Administration actions;

• full equality and opportunity—economic and educational—for women including the addition of the Equal Rights Amendment to the Constitution;

• reproductive freedom without governmental intervention;

• the use of affirmative action to redress historical patterns of discrimination;

• academic freedom.

NEA opposes

• infringement of the principles of religious freedom through the introduction of sectarian practices in the public schools;

• efforts to restrict or end federal court jurisdiction in civil rights matters including restrictions on the use of busing as an available option to achieve desegregation;

• internment or containment of racially identifiable segments of society;

• federal restraints on the freedom of inquiry.

III. Department of Education

NEA supports

• a Cabinet-level Department of Education which provides positive national leadership, including responsibility for fully funding the federal share of the partnership for public education.

NEA opposes

• erosion, whether direct or indirect, of the appropriate positive role of the Department of Education or undermining the appropriate federal role in public education through budgetary, regulatory, or other measures.

IV. Education and National Security

NEA supports

• national security based on a sound economy, a well educated populace, and a stable world community;

• a mutual, verifiable nuclear freeze with cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing systems.

NEA opposes

• weakening national security by decreasing federal funding for education while disproportionately increasing the defense budget.

V. Education of the Handicapped*

NEA supports

• the provision of appropriate educational opportunities for handicapped children and sufficient resources to achieve these ends with 100 percent federal funding for federally mandated educational services;

• reduction of class size commensurate with the added responsibility of providing appropriate educational services to handicapped students and preservice and inservice training components for instructional personnel;

• teacher and parental involvement in the determination of placement of handicapped children;

• a procedure for speedy teacher appeal of placement decisions when necessary;

• simplification of administration and procedures and reduction of paperwork.

VI. Elementary and Secondary Education Programs

NEA supports

• federal programs which provide assistance to public schools to achieve excellence and to meet the needs of students at the elementary and secondary levels who have special needs including those who are disadvantaged and handicapped; do not speak English as their primary language; or are gifted and talented;

• programs which equitably assist schools in rural and urban areas to meet the needs of their students to cope with the special strains of their environments;

• programs for school districts which require special assistance due to federal activity or policy;

• overseas schools for the dependents of military personnel;

• programs to provide incentives for effective local schools.

VII. Federally Impacted School Districts

NEA supports

• payments to assure quality education for all children in school districts impacted by federal installations or activities or American Indian reservations;

• forward funding of such payments under program administration by the Department of Education;

• special standards for severely impacted districts;

• 100 percent of entitlement for school districts whose boundaries are coterminous with a military reservation, and for school districts which are more than 50 percent impacted with federally connected pupils.

VIII. Postsecondary Education*

NEA supports

• federal programs which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions;

• development of the nation's intellectual capital;

• development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions;

• promotion of research and the development of knowledge;

• preservation of institutional vitality;

• assurance of equality of educational opportunity;

• assurance of equal treatment for two- and four-year institutions;

• assurance of the welfare, economic security, and professional development of all postsecondary members.

IX. Professional Development Opportunities for Practicing Teachers

NEA supports

• establishment and funding of professional development opportunities for and under the direction of teachers;

• programs and opportunities designed with the participation of teachers;

• programs which provide adequate opportunities, experiences, and resources for education practitioners to teach and learn from peers.

X. Protection of Children

NEA supports

• establishment and funding of programs to protect children from physical, sexual, or emotional abuse and/or neglect by parents, custodial adults, or others;

• legislation to assist communities in developing programs to help parents protect children from danger, ill health, or hunger;

• minimum standards for youth camps and school bus safety;

• court-assured payment of designated child support;

• cooperative public and private efforts for the identification, location, and return of missing children.

XI. Social Security/Medicare

NEA supports

• Social Security and Medicare as social insurance, not welfare or "means-tested," programs;

• availability of voluntary Social Security and Medicare coverage to eligible school employee groups where desired;

• improved Social Security benefits for participants, especially low-income workers, dependents, and survivors;

• Social Security benefit equity for men and women through earnings sharing and/or benefit changes;

• restoration of the dependents' education allowance under Social Security;

• reductions in the Social Security retirement age;

• repeal of current taxes on and exemption from income tax of all Social Security benefits regardless of income;

• repeal of the spousal offset under Social Security;

• protection of the solvency of the Social Security system by using general revenues, if necessary, for the Old Age and Survivors' Insurance programs;

• a strong Medicare-Medicaid system with protection of benefits.

NEA opposes

• mandatory coverage of public employees under Social Security or Medicare for employee groups which have declined coverage;

• merger of Social Security with any other public employee pension plan;

• diminution of current or future Social Security benefits;

• any reductions in Social Security benefits including limits on annual cost-of-living adjustments;

• any shift of the cost of health care under Medicare-Medicaid to the beneficiary or his/her family;

• any new barrier to eligibility for Medicare benefits.

XII. Taxation

NEA supports

• a progressive tax system based on individual and corporate ability to pay to yield sufficient revenues to address national needs;

• equity in taxation rates between married and single taxpayers;

• repeal of tax indexing;

• maintenance of support for public education by continuation of the federal deduction for state and local taxes, and interest paid on state and local bonds and other debt instruments.

NEA opposes

• taxation of individual employee benefits;

• unfair tax loopholes or giveaways which reduce revenues and shelter corporations and high-income individuals from paying taxes;

• any constitutional amendment respecting tax limitations or the federal budget;

• elimination of the deduction for professional and union dues.

XIII. Tuition Tax Credits/Vouchers/"Choice"

NEA supports

• parents' right to choose, at their own expense, a nonpublic education for their children;

• choices among public education programs which enhance the quality of education and equal education opportunity for all, include public accountability concerning program implementation and service delivery, and delineate the roles and responsibilities of educators, parents, government officials, and the community in providing quality education and equal educational opportunity.

NEA opposes

• public funding of nonpublic schools through tuition tax credits at elementary, secondary, or postsecondary levels as destructive of public education and insupportable public policy;

• the use of vouchers in education;

• "choice" in education programs which supplants or reduces existing funding levels for public education programs, violates existing legal or constitutional mandates or collective agreements in place in public education, increases administrative burdens on public education employees, or constitutes a revenue drain on the federal government.

XIV. Vocational Education*

NEA supports

• the efficient and effective provision of adequate resources to local vocational education authorities and/or postsecondary institutions to maintain, enhance, and expand quality vocational education programs;

• direct federal assistance to secondary education agencies and postsecondary agencies and/or institutions for purchase of up-to-date vocational equipment in response to changes in the job market;

• the provision of equity and access to quality vocational education programs for those underserved in the past as well as for traditional students, and the use of vocational education as a tool for eliminating biases in employment opportunities;

• the involvement of teachers, parents, and students in development of secondary and postsecondary vocational programs;

• coordination of vocational programs with other employment and training programs through public education institutions.

THIRD TIER: NEA CONTINUING LEGISLATIVE CONCERNS

Legislative issues constantly *monitored* which require appropriate NEA activity when matters arise in the Congress

I. Additional Issues In educational Excellence

A. *Administration of federal programs*

NEA supports

• direct funding to local education agencies for provision of classroom instruction;

• incentives to local school districts to provide optimum class size;

• requirements for state credentialling of participating nonpublic school personnel.

NEA opposes

• violation of the constitutional separation of church and state in funding to nonpublic schools where current legislation requires distribution of federal funds to nonpublic schools;

• favoritism toward nonpublic schools whose participation is required by current law, or concealment of financing, materials, and services received by nonpublic schools from public funds.

B. *Adult education*

NEA supports

• lifelong learning for adults through public schools and postsecondary institutions;

• special efforts to end illiteracy.

C. *Block grants*

NEA supports

• adequate funding for block grants to states for education programs;

• block grants which meet the intended program goals;

• inclusion of teacher training/retraining components in categorical aid programs;

• compliance of block grant programs with civil rights laws;

• fiscal accountability and review for block grant programs;

• assurance that block grant funds are used for direct classroom instruction;

• inclusion of teachers in the planning process for block grant programs.

NEA opposes

• use of block grants as a budget-cutting device;

• use of block grants to provide unconstitutional assistance, whether direct or indirect, to nonpublic schools.

D. *Computers and materials for instructional use*

NEA supports

• direct federal assistance to local school districts for acquisition of computer equipment and software, and for the training of classroom users of the technology;

• distribution of federal funds in a manner that achieves equity;

• not-for-profit instructional uses of copyrighted materials and off-air recordings;

• partial reservation of cable television capacity for educational uses.

NEA opposes

• revision of the copyright law in a manner which would limit educators' first-sale provisions of copyright law;

• tax deductions to businesses for donation of computers to schools unless the computers are designated solely for classroom use, and software and training for users are provided.

E. *Early childhood development*

NEA supports

• provision of early childhood development and education services for all children with access assured regardless of income as a critical element of educational excellence;

• requirements that development programs meet educational, health, and safety standards.

F. *Education of noncitizens*

NEA supports

• provision of federal funds to school districts for the education of children of undocumented workers, immigrants, refugees, and members of the diplomatic community.

G. *Education research and development*

NEA supports

• federally funded independent academic research and development programs;

• participation of classroom teachers in the research efforts;

• dissemination of research findings to the classroom level;

• collection, through the National Center for Education Statistics, of accurate and timely data for education decisionmaking.

NEA opposes

• politicization of federal research programs.

H. *English proficiency programs*

NEA supports

• adequately funded and culturally sensitive programs for limited-English-proficiency (LEP) students including at least bilingual education and English-as-a-second-language (ESL) programs which result in functional proficiency in English for all students who lack the needed skills.

I. *Evaluation and testing*

Education Employees

NEA supports

• a mutually designed comprehensive summative personnel evaluation system with procedural guarantees and due process in every school system;

• testing as one of a number of elements for determining original certification.

NEA opposes

• the testing of teachers as a criterion for job retention, promotion, tenure, or salary increments;

• use of student test scores as a criterion for teacher evaluation;

• utilization of formative assistance as a criterion for job retention.

Students

NEA supports

• truth-in-testing legislation;

• ongoing evaluation of student achievement based on assessment measures which are directly linked to the lessons teachers teach and the materials teachers use.

NEA opposes

• reliance on a single test for determining a student's future.

J. *Guidance and counseling*

NEA supports

• elementary and secondary school guidance and counseling through state/local education agencies.

II. Professional Status and Personal Economic Security of Members

A. *Bankruptcy Act amendment*

NEA supports

• amendment of the federal Bankruptcy Act to protect public school labor contracts from capricious cancellation.

B. *Compensation*

NEA supports

• federal initiatives to enhance compensation for all public school personnel in order to improve the quality of education and assist in attracting and retaining talented individuals.

NEA opposes

• federal initiatives which mandate or promote traditionally defined merit pay schemes.

C. *Individual income tax benefits*

NEA supports

• recognition in the tax code for professional business expenses including continuing education, home office, and home computers, and for dependent care expenses;

• exemption from tax liability for tuition remissions where available;

• retention of the three-year recovery period of members' retirement contributions;

• employer-paid insurance;

• protection of tax shelters for life insurance annuities and other employee benefits.

NEA opposes

• taxation of employee benefits;

• diminution of retirement income.

D. *Parity between public and private employees*

NEA supports

• fair treatment of public employees, including those in public education, unfettered by governmental attempts to solve governmental economic problems at the expense of such employees;

• treatment of public employees equitable with that of those in the private sector.

NEA opposes

• wage limits or controls on employee or retirement benefits or rights restrictions that single out public over private employees.

E. *Price indexing*

NEA supports

• legislative rather than regulatory determination of the process by which the CPI and any adjustments resulting from it are calculated.

NEA opposes

• adverse effects on active or retired members of any CPI adjustment.

F. *Retirement**

NEA supports

• portability of pension rights and benefits through retention of retirement rights and assets;

• fiduciary and reporting standards to inform members and to protect assets and earned benefits of retirement systems;

• standards for vesting and portability, ownership, and military service credit;

• protection of members' retirement income through automatic escalator clauses.

NEA opposes

• supercession of substantially equivalent state retirement statutes by federal standards.

G. *Rights of federally employed school personnel*

NEA supports

• full rights for school personnel who are fed-

eral employees.

H. *Union regulation*

NEA supports

• repeal of the so-called right-to-work provision of the Taft-Hartley Act;

• amendment of the Landrum-Griffin Act to permit required proportional representation of minorities in union governance.

NEA opposes

• inclusion of labor unions in the Hobbs Act.

I. *Working conditions and employment protection*

NEA supports

• improvement in the federal unemployment compensation law for public education employees;

• repeal of the current federal prohibitions on a state's right to protect riffed school personnel;

• equal protection of public education employees under workers compensation;

• safe, hazard-free working environments for public education employees with inspection and control standards at least equivalent to those of OSHA;

• extension to all employees of minimum wage coverage;

• legislation to provide employees job-protected parental leave covering the birth or adoption of a child or the serious illness of a dependent family member.

III. Preservation and Advancement of Good Public Policy

A. *Broadcasting*

NEA supports

• the public interest, fairness doctrine, equal time requirements, ascertainment, and affirmative action in broadcast regulation;

• adequate public financing for public broadcasting;

• quality programming appropriate for a young audience;

• requirements for daily educational programming appropriate for young children.

B. *Child care*

NEA supports

• protection of the health and safety of preschool and school-age children by development and funding of child care services which meet standards of excellence, provide educational and recreational activities, and are coordinated with the public school system;

• strict regulation and enforcement to assure trained and certified employees and qualified volunteer personnel.

C. *Child nutrition programs*

NEA supports

• appetizing and nutritious meals through school feeding programs;

• provision of nutrition assistance to families unable to meet basic nutrition needs.

NEA opposes

• the use of federal funds for meals which are not nutritious.

D. *Comprehensive youth policy*

NEA supports

• early intervention to counsel and assist youth who may drop out of school and collaborative community efforts to assist and reclaim youth who have dropped out;

• joint ventures by the public schools, the business community, and the community at large to establish and maintain at the local level appropriate programs to prepare in-school and out-of-school youth for future employment;

• positive involvement of the family in the schools as an important element of every child's education;

• an examination of potential alternative youth programs.

NEA opposes

• a subminimum wage for youth.

E. *Election and voting rights*

NEA supports

• election or polling reforms which assure that each member of the electorate may cast a meaningful vote and which encourage voters to exercise their right and responsibility to participate fully in the process;

• full disclosure of all sources of political financing;

• right of all citizens to participate in the election process through political action committees;

• retention of the personal tax credit for political contributions;

• partial public funding of federal election campaigns in order to achieve limitations on private funding and independent expenditures;

• home rule with fiscal autonomy, stability, and predictability for the District of Columbia;

• full enforcement of the Voting Rights Act.

NEA opposes

• restrictions on the political rights of government employees.

F. *Energy*

NEA supports

• tax credits for conservation and alternative sources.

NEA opposes

• precipitous deregulation of natural gas;

• curtailment or closure of schools as a first resort in energy crises.

G. *Environmental protection*

NEA supports

• protection of the nation's natural resources;

• standards and timely enforcement and funding for safeguarding against pollution of the air, water, or food by chemicals or radiation;

• stronger federal action in solving the problem of toxic waste dumping.

H. *Fair housing*

NEA supports

• enactment and enforcement of open and fair housing legislation.

I. *Full employment*

NEA supports

• full employment including job training and development programs;

• partnerships of public schools/postsecondary education with government, labor, business, and community-based groups in development and implementation of job training.

NEA opposes

• diminution or supplanting of public vocational education by federally funded public or private training programs.

J. *Health policy*

NEA supports

• a comprehensive, universal national health insurance system provided by public and private agencies to assure health services for all;

• development and maintenance of health care programs for children;

• prospective budgeting for all payers and providers in order to contain increases in health care costs;

• improved access to a full range of health care services for all beneficiaries, including the mentally and/or chronically ill;

• improved coverage for preventive care.

NEA opposes

• taxation of health insurance or health benefits.

K. *Immigration*

NEA supports

• improvement of the immigration process by inclusion of due process, political asylum, and timely legalization.

NEA opposes

• immigration restrictions which constitute an attack on labor unions, human rights, or national origin;

• disruption of the integrity of the family unit.

L. *Migrant affairs*

NEA supports

• education programs which assure equal educational opportunities for migrants;

• representation of migrant workers in collective bargaining by the organization of their choice.

M. *Military affairs*

NEA supports

• equal opportunity and responsibility for women and men in and following military service;

• special programs for Vietnam veterans.

NEA opposes

• the use of draft registration as an eligibility criterion for financial assistance;

• expenditure of funds on development of nuclear attack "evacuation" plans.

N. *Nursing home standards*

NEA supports

• strict federal standards for state administration of nursing homes, including areas of safety, health care services, staffing, and nutrition services.

O. *Observances*

NEA supports

• national observances recognizing the contributions of ethnic minority groups and women to this nation;

• designation of a Teacher Appreciation Day.

P. *Public records*

NEA supports

• citizen access to public records under the Freedom of Information and Federal Advisory Committee Acts;

• disclosure to affected school personnel of relevant information/documentation concerning violent students.

NEA opposes

• exchange of privileged citizen information between agencies without the individual's consent;

• restriction on academic research by artificial imposition of the "classified" designation to deny access to non-national security information;

• retaliation against government employees who seek to expose financial abuse and fraud in government programs.

Q. *Public welfare*

NEA supports

• total federal assumption of cost and operation of welfare programs based on standards of human dignity.

R. *Quality of life*

NEA supports

• increased availability of dependent care for all ages;

• additional support systems and shelters for victims of family violence;

• a decent standard of living for the elderly with support systems to prevent and/or treat physical and mental abuse.

S. *Uniform legal drinking age*

NEA supports

• a uniform nationwide minimum drinking age of 21.

T. *Violations of human rights**

NEA supports

• monetary redress for those Americans of Japanese and Aleut descent and Japanese alien residents incarcerated during World War II.

NEA opposes

• U.S. military or economic aid to governments permitting violations of their citizens' rights.

U. *Violence in the schools*

NEA supports

• the establishment and implementation, in consultation with school personnel and parents, by each school district of a well-publicized and uniformly enforced discipline code to provide an orderly learning environment;

• significant penalties for criminal actions involving use of guns or other weapons;

• controls on the manufacture, distribution, and sale of handguns in order to assure a safer school environment.

NEW BUSINESS ITEMS
Adopted by the 1986 NEA Representative Assembly

STANDING COMMITTEE ON LEGISLATION

The 1986 NEA Representative Assembly retitles the Standing Committee on Legislative and Financial Support for Public Education as the Standing Committee on Legislation and defines its responsibilities as follows:

The Standing Committee on Legislation recommends policies relative to legislation concerning financial support for public education, equality of education for all, professional status and personal economic security of members, protection of civil rights, and good public policy. It recommends appropriate legislation and resolutions, proposes ways to promote understanding of the need for school support, and advises the president and executive director of trends in legislation which have planning implications for professional associations. (1986-A)

STANDING COMMITTEE ON WOMEN'S CONCERNS

The 1986 NEA Representative Assembly establishes the Standing Committee on Women's Concerns with the following responsibilities:

The Standing Committee on Women's Concerns recommends policies relative to multicultural sex equity and other issues of concern to women with a particular focus on necessary congressional and state initiatives to achieve the goal of equal rights under the law for women. The committee monitors the content and delivery of the Women's Leadership Training Program and advises the president and the governing bodies on the implementation of NEA programs to promote women's rights. It serves as part of the review process for NEA's national media campaign materials. The committee transmits to the president and executive director relevant data for planning purposes. (1986-B)

TEXTBOOK AND CURRICULAR REFORM

The 1986 NEA Representative Assembly reaffirms the Association's determination to promote the involvement of its members in the meaningful improvement of instructional materials according to sound pedagogical practice. Accordingly, the Representative Assembly adopts the following policy statement on textbook and curricular reform.

Teachers must be the primary authorities in the identification, selection, and continuing evaluation of textbooks and all other instructional materials. Authority to select or reject such materials must be vested in teachers, and such authority must include adequate protection from censorship and legislative interference.

Teachers must be directly involved with publishers and with other agencies in initiating and developing instructional materials. This involvement at each step of the creation-production process will improve the quality and the effectiveness of these materials. Involvement is required because (a) development, testing, evaluation, and selection of materials are integral to the instructional process; (b) classroom use and application must be the fundamental standard for judging the growing quantity, range, and format of materials; and (c) technological advances are making it increasingly possible for individual teachers to customize existing materials or create their own materials in accordance with instructional needs.

The National Education Association must maintain and expand its involvement in assuring both excellence and equity in instructional materials, as affirmed in *An Open Letter to America on Schools, Students and Tomorrow* (NEA, 1984).

With the adoption of this policy statement, the NEA urges its state and local affiliates to proceed with appropriate action to bring about this proposed reform and report such actions to the NEA executive director by May of 1989. (1986-C)

HEALTH CARE COVERAGE FOR RETIRED MEMBERS

The National Education Association urges its state affiliates to work for the development of provisions within the state retirement systems that include adequate and affordable health care coverage for all retired members. (1986-D)

CHAIR OF HUMAN RIGHTS

The National Education Association joins the Georgia Association of Educators in endorsing the establishment of a Chair of Human Rights honoring former President Jimmy Carter at Georgia Southern College. The Association encourages its members and affiliates to support the establishment of the Chair. (1986-E)

BICENTENNIAL OF U.S. CONSTITUTION

The National Education Association values the Constitution of the United States as the foundation of our democratic society and our system of public education.

The National Education Association believes that the 200th Anniversary of the United States Constitution should be widely celebrated. It is a time to reflect on the freedoms bestowed on us by the Constitution and the Bill of Rights and to recommit ourselves to the active protection of these rights and the preservation of individual liberty.

The Association will conduct activities designed to commemorate this important event and to raise awareness of the importance of the Constitution among all Americans—especially the nation's school youth. The Association will cooperate with other organizations in this regard and urges its affiliates and members to participate in local, state, and national commemorative activities. Affiliates are encouraged to share with NEA information about local and state events and suggestions for implementation of the bicentennial plan adopted by the NEA Board of Directors. (1986-F)

VOLUNTARY NATIONAL CERTIFICATION PROCESS

The National Education Association supports the concept of a voluntary national certification process. The 1986 Representative Assembly directs the NEA president and executive director to develop and implement a strategy which could lead to the establishment of a process for national certification of professional educators, which is integrated with state-level certification/standards boards. A progress report will be presented to the 1987 Representative Assembly. (1986-G)

REVISION OF MULTI-OPTION PRESIDENTIAL ENDORSEMENT SYSTEM

The Multi-Option Presidential Endorsement System is revised as follows:

OPTION FOR PRIMARY ENDORSEMENT

Upon the recommendation of NEA-PAC, the Board of Directors may authorize primary endorsement of presidential candidates prior to

Carolyn Salisbury

national party nominating conventions.

This primary endorsement would require a 58 percent majority of the NEA Board members voting. Concurrence of appropriate body in an individual state must be obtained before this primary endorsement is implemented in the state affected by the primary.

Any subsequent endorsement for the general election would require utilization of one or more options (I-IV) for endorsement. (1986-H)

EXPLOITATION OF STUDENT ATHLETES

The NEA, through its president, shall correspond by letter as soon as possible with all college and university presidents, the National Collegiate Athletic Association and National Association of Intercollegiate Athletics, and the public at large to express the deep and serious concern of America's educators with the increasing evidence of the exploitation of student athletes.

In addition, the president shall, through appropriate committees, implement strategies for approaching and initiating collaborative efforts to work with other organizations and institutions to discourage and eliminate the blatant use, misuse, and exploitation of elementary and secondary school and college athletes.

NEA's concerns include but are not limited to the issues of drug and chemical abuse among athletes and failure of institutions to provide adequate career, academic, and personal counseling services to athletes.

The NEA shall communicate its concerns in this area to the members and the public at large and shall report to the 1987 Representative Assembly on its progress in this area. (1986-I)

SELECTION PROCESS FOR SPECIAL NEA GRANTS

NEA shall include elected local and state leaders in the process of selecting affiliates to receive any competitive special NEA grant. (1986-7)

CLASS SIZE OFFENSIVE

The Representative Assembly directs the Board of Directors to develop a "class size offensive" action plan to be included in the 1987-88 NEA budget. This plan shall include but not be limited to the following:

1. TV and radio spots aired nationally which can be used by locals. Said slots shall dramatize the effect of oversized classes and the importance of smaller class sizes.

2. An update of the materials available to provide affiliates information on current studies on class sizes, additional pamphlets, and photo-ready materials for use locally.

3. Information relating to states and locals that have enacted reasonable class size provisions.

4. Solicitation of materials and information on projects that have been successful in affiliates.

5. Information relating class size to effective mainstreaming.

6. Possible correlations between school districts' wealth and class size.

7. Class composition. (1986-8)

STRATEGY MEETING FOR LOCALS FACING CHALLENGES

The NEA shall conduct an annual strategy meeting for local affiliates experiencing challenges from competing organizations.

Criteria for attendance

1. The affiliate has a history of frequent challenges or anticipates a challenge.

2. The affiliate is currently operating under an organizing plan developed in cooperation with the NEA and the state affiliate.

The meeting will be conducted for a minimum of two days during the school year.

NEA will provide funds from the existing 1986-87 budget to support this meeting and will provide funds from the 1987-88 budget for the meeting held in that year. (1986-11)

DAY TO PROMOTE TEACHING OF PEACE, INTERNATIONAL RELATIONS, AND MULTICULTURAL STUDIES

The NEA supports the establishment of a day to foster the teaching of peace, international relations and multicultural studies in the classrooms across the nation and abroad on the third Tuesday of September of each year in conjunction with the International Day of Peace. (1986-12)

CURRICULUM MATERIALS ON CONFLICT RESOLUTION

The NEA shall make available a list of curriculum materials dealing with concepts related to the resolution of conflict through nonviolent means. (1986-13)

STATUS OF SUBSTITUTE TEACHERS

The NEA shall prepare a report by the 1987 Representative Assembly detailing ways in which the organization may allocate staff and resources to (a) promote professional salaries, benefits, and status for substitute teachers and (b) work for the inclusion of substitute teachers in NEA-affiliated collective bargaining units or establish separate NEA-affiliated substitute teacher units where appropriate. (1986-14)

HAZARDOUS MATERIALS

The NEA president shall direct the appropriate committee or staff to review the use and disposal of potentially hazardous materials used in public schools, to prepare and distribute a warning of such hazards, and to include this information in *NEA Today* or other every-member publications. This information should include a description of options available upon discovering hazardous materials within the workplace, including but not limited to telephone numbers and addresses of relevant agencies. (1986-15)

REDIRECTION OF NATIONAL PRIORITIES

The NEA will work with other organizations, including unions, which advocate a redirecting of national priorities in order to build a movement for funding education. Also, NEA will publicize on an ongoing basis in *NEA NOW*, *NEA Today*, and the *Higher Education Advocate* how money presently being spent in the federal and state budgets could be used for funding education. (1986-20)

RESEARCH ON FUNCTIONAL ILLITERACY

The NEA shall provide state and local affiliates, no later than December 30, 1986, an analysis of research which asserts that "one of five Americans is functionally illiterate." That analysis shall include but not be limited to:

1. A definition of the phrase "functionally illiterate" and an historical sketch of its meaning.

2. The timeliness of the research.

3. The validity of the test sample.

4. A description of the data by age, citizenship, educational achievement, and geography. (1986-21)

CHILD SUPPORT GUIDELINES

The NEA shall prepare an informational packet containing information about the U.S. Department of Health and Human Services directive to states to review and revise state child support guidelines by November 1986. This information shall be mailed to state presidents, executive directors, and government relations, women's concerns, and minority affairs committee staff. (1986-23)

MENTAL ILLNESS AWARENESS WEEK

The NEA shall promote each year Mental Illness Awareness Week through its publications *NEA NOW* and *NEA Today*. (1986-25)

ACTION PLAN TO ENSURE QUALITY EDUCATION

The NEA reaffirms its commitment to the provision of a thorough and efficient education for our nation's children and calls on all levels of government—federal, state and local—to provide the resources, programs, and policies necessary to accomplish this goal. To this end, the Association will develop a comprehensive action plan, during the 1986-87 school year, addressing such items as education funding, systems of taxation, instructional quality, and resource allocation, and recommending appropriate action. (1986-26)

MONOGRAPH ON WCOTP

The 1986 NEA Representative Assembly directs that a monograph on the programs and financial affairs of the World Confederation of Organizations of the Teaching Profession (WCOTP) be made available to the delegates at the 1987 Representative Assembly. (1986-28)

TEACHING IN NEW MEXICO

Through its publications and other means, NEA will inform affiliates, members, and potential applicants for New Mexico teaching positions of recent changes in New Mexico law that severely limit the rights, protections, and job security of New Mexico teachers. (1986-30)

STRATEGY SESSIONS FOR LOCALS

The NEA shall continue to hold annual strategy sessions at the sites of the NEA Representative Assemblies for delegates from locals that are facing challenges from other organizations or engaged in take-back efforts. Locals will be notified through *The Organizer*, *NEA NOW*, and pre-convention information packets in the same fashion as other Representative Assembly workshops are publicized. (1986-32)

SUPPORT FOR CHAPTERS OF STUDENT MEMBERS

An NEA task force, or appropriate ad hoc body, shall be established to provide, in conjunction with state and local affiliates, guidance to local associations so that those locals may coordinate their professional contact, liaison, encouragement, promotion, and support of local college and university chapters of Student members of state associations and NEA Student members in the local association's geographic area. (1986-33)

FINE ARTS INSTRUCTIONAL GOALS

The NEA president shall notify the appropriate arts education associations that the NEA endorses the following goals:

1. By 1990, every student, K-12, shall have fine arts instruction in school.

The curriculum of every elementary and secondary school, public or private, shall include a balanced, comprehensive, and sequential program of fine arts instruction taught by certificated and qualified teachers. At the secondary level, every student shall have an opportunity to elect a course in fine arts each year without prerequisites and without conflicts with required courses.

2. By 1990, every high school shall require at least one Carnegie unit of credit in the arts for graduation. The fine arts shall be defined as music, visual arts, theater and dance. The credit may be in a course devoted to the arts or to two or more in combination.

3. By 1992, every college and university shall require at least one Carnegie unit of credit in the arts for admission.

The fine arts shall be defined as music, visual arts, theater and dance. The credit may be in a course devoted to one of the arts or to two or more in combination. (1986-35)

ANALYSIS OF RECOGNIZED TEACHING MODELS

The 1986 Representative Assembly directs the NEA to collect data on the proliferation of school districts that have adopted a single teaching model as the sole criterion for teacher evaluation. Further, the NEA shall provide an analysis of all recognized teaching models, including but not limited to the following:

1. A detailed explanation of alternative teaching models.
2. Criteria for evaluating and appraising teaching used by each model.
3. Research on the effectiveness of each model.
4. Strategies to help local associations respond to those districts that have adopted a single model.

These data shall be made available to state and local associations through Instruction and Professional Development and existing NEA publications. (1986-38)

OPPOSITION TO LA ROUCHE INITIATIVE ON AIDS

The 1986 NEA Representative Assembly supports the California Teachers Association in its opposition to the California La Rouche initiative on Acquired Immune Deficiency Syndrome (AIDS) as well as other positions of the La Rouche organization which discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, or economic status. (1986-40)

ALCOHOL AND TOBACCO ADVERTISING

The National Education Association directs the NEA president to communicate to the major alcohol and tobacco corporations and print and electronic media NEA's opposition to the use of professional athletes and other celebrities in their advertising campaigns because these individuals are regarded as role models by the youth of our nation. (1986-42)

REORGANIZATION OF SCHOOL DAY OR YEAR

The 1986 Representative Assembly directs the NEA to advise state and local affiliates regarding the impact of various year-round school calendar plans on curriculum and instructional methods. In addition, the Representative Assembly directs the NEA to consult with various research organizations regarding the need to explore more fully the issue of time organization and effective instruction. These directives shall be initiated within the 1986-87 fiscal year. (1986-44)

FLORIDA MEMORIAL COLLEGE

The National Education Association supports the eight-year struggle of the faculty at Florida Memorial College to secure labor justice at that institution. The National Education Association also urges the administration at Florida Memorial College to commence bargaining in good faith with the United Faculty of Florida (UFF-NEA) at Florida Memorial College in compliance with the order of the National Labor Relations Board and condemns the administration's willful violation of that order. Finally, the National Education Association finds especially objectionable the practice of targeting for dismissal union activists, most recently Johnny McCray, a ten-year veteran on the faculty and a UFF-NEA president. (1986-49)

COMMENDATION TO CALIFORNIA INSTRUCTIONAL OFFICIALS

The NEA Representative Assembly commends Bill Honig, the California superintendent of public instruction, and the California State Board of Education for their stand against inferior textbooks which have been watered down in content. (1986-50)

CERTIFICATION BOARDS

Certification boards (state and national) shall be one of the issues included in the 1986-87 regional leadership conferences. (1986-52)

OPPOSITION TO AID TO CONTRAS

The NEA, in support of the recent World Court decision, condemns the $100 million package (demanded by the Reagan administration and passed by the Congress) to aid the contra forces. The NEA shall publicize, through its publications and in the press, NEA's opposition to all such funding to the contras. (1986-54)

COMMENDATION TO WALDENBOOKS

The NEA commends Waldenbooks for its support of our First Amendment right of freedom of choice in printed materials and for bringing the issue of censorship before the general public. (1986-55)

AN INDEPENDENT JUDICIARY

The NEA supports the concept of an independent judiciary and shall use NEA publications to inform teachers and other educators of the need to maintain that independence and protect the judiciary from a popular vote that would violate the rights of the minority. (1986-56)

OPPOSITION TO CUTS IN MIGRANT EDUCATION AND RELATED PROGRAMS

The NEA shall actively stress its record of opposing federal budget cuts in the educational programs for children of migrant workers and will publicize the plight of the children whose educational programs have been cut and whose school-based dental programs already have been terminated. (1986-57)

JOBS WITH PEACE

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (1986-63)

OTHER ACTIONS OF 1986 REPRESENTATIVE ASSEMBLY

The Representative Assembly received the report and approved the recommendations of the Special Committee To Review Resolutions and Related Procedures, which had been authorized by the 1985 Representative Assembly to study the resolutions and the resolutions process, including timelines, approval, and so forth.

REFERRALS

The following new business items were not adopted by the Representative Assembly but were referred as indicated with the understanding that the body in question would determine the feasibility of the particular item and make a report and/or recommendation to the appropriate governing body.

Referred to Executive Committee

That the NEA Representative Assembly direct the NEA Executive Committee and Board of Directors to establish a committee to set up a scholarship fund for children of NEA members to attend NEA-affiliated institutions of higher education. The committee will establish criteria for eligibility and methods of funding. (1986-17)

That the NEA publicize in *NEA NOW* and *NEA Today* past NEA or state affiliate successes which have utilized statewide or regional collective bargaining actions; further, that the NEA encourage its state affiliates, through already existing channels such as NEA publications and UniServ units, to develop strategies which move beyond conventional lobbying and isolated negotiations with local districts to improve state funding of public education; such strategies possibly to include a graduated series of actions ranging from countywide or regional demonstrations to a statewide strike if necessary; and further, that upon request of a state affiliate, the NEA utilize its existing staff to assist in planning and coordinating statewide collective bargaining actions. (1986-19)

That the 1986 NEA Representative Assembly direct that a task force be established for Locals in Jeopardy (LIJ)—local associations facing a rival organization as challenger or incumbent—and that the task force duties and responsibilities include: *monitoring* implementation of new business items related to Locals in Jeopardy; *planning* with staff the annual take-back strategy meetings and other NEA meetings for Locals in Jeopardy; that the NEA president appoint one task force member to represent each NEA region from a list submitted by LIJ associations in each of those regions; that the task force meet twice a year; and further, that funding for 1986-87 meetings be made available from NEA contingency funds. (1986-34)

Referred to Advisory Council of NEA-Retired

That NEA investigate the feasibility of developing a program whereby members might find self-supporting life care facilities during their lifetime as Active members and develop a list of such facilities in the various states; that this list be made available through the office of NEA-Retired (NEA-R) to any members thereof who might be interested in investing in and availing themselves of said facilities; further, that a report be made to the 1987 NEA Representative Assembly. (1986-37)

Referred to Appropriate Committee

That the NEA Representative Assembly oppose any decrease in the Kate Frank/DuShane Fund reimbursement rates. (1986-9)

That the NEA investigate the possibility of self-insuring, or alternate methods of reimbursement for, NEA members in states which prohibit coverage under the Educators Employment Liability Insurance policy. (1986-10)

That NEA endorse the extension of humanitarian aid to students in Nicaragua by Quest for Peace, which is a fundraising campaign initiated by the Southern Christian Leadership Conference (SCLC), the American Friends Service Committee (AFSC), Pax Christi, Oxfam America, and other civic organizations; further, that NEA publicize the Quest for Peace campaign through *NEA NOW*, *NEA Today*, and other communications, encouraging state and local affiliates and members to endorse and support this educational aid program. (1986-27)

That the NEA continue its effort to lobby and establish with national organizations, businesses, and the media a National Teacher's Day. (1986-29)

That NEA take a pro-active stand on substance abuse in our secondary schools and recognize that voluntary substance testing will help reduce drug substance abuse; further, that NEA support voluntary drug testing in all school sports programs, gather information on effective drug testing programs currently in use, and provide information to our membership on effective drug abuse prevention and testing programs. (1986-39)

That nonaffiliate exhibitors at the NEA Representative Assembly be prohibited from selling duplicate NEA state affiliate and NEA caucus pins and memorabilia. (1986-43)

RESOLUTIONS
Adopted by the 1986 NEA Representative Assembly

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A–1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 85)†

A–2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found thoughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 85)

A–3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. (85)

A–4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A–5. Understanding and Support of Public Education

The National Education Association recognizes

NOTE

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed. If only one year is shown, no revisions have been made since the resolution was first adopted.

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its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student achievement, excellence in teaching, a positive school environment, and high parental expectations for schools. It also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 86)

A–6. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process and the public domain are detrimental to the public interest. (80, 86)

A–7. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A–8. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds, to provide all students with a high-quality education, and to provide funding to support state and local government efforts in pursuit of national interests in public education.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. A full partnership role for the federal government in assisting local school districts by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. Federal education funding must be clear and identifiable within the federal budget in recognition of its high priority.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 86)

A–9. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

A–10. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans, planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 86)

A–11. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which K-12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges it affiliates to work for the defeat of such legislation. (84, 86)

A–12. Voucher Plans

The National Education Association believes that voucher plans—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 86)

A–13. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 86)

A–14. Educational/Economic Stability of States

The National Education Association recognizes that the educational and economic well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 86)

A–15. National Health Insurance

The National Education Association believes that preventive health care is important and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen and that a national health insurance plan should be supported and funded by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. (78, 86)

A–16. Media

The National Education Association recognizes the fact that the media have effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, and accurate presentations. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, stereotyping, and exploitation by advertisers. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. These materials should be made available to children with consideration given to the child's age, time of day, and type of materials. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive, educational programming. The Association further urges its affiliates and members to help parents determine the types of programs their children should be viewing. (69, 86)

A–17. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. It encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 86)

A–18. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

A–19. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 86)

A–20. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A–21. School Boards

The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. The members of this board must be elected by the voters of that school district and must be charged with the responsibility of promoting public understanding of the schools.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow school employee and community involvement in educational decisionmaking and guarantee their right to participation. (80, 86)

A–22. Public School Buildings

The National Education Association believes that closed public school buildings can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organiza-

tions that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 85)

A–23. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 85)

A–24. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A–25. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and in classroom teaching. The Association believes that school employees should be assisted in the identification, proper storage, and safe disposal of hazardous materials.

The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. It further urges its affiliates to support state and federal legislation and funding that would set health and safety standards. These standards shall include screening and monitoring of respiratory ailments of students, school employees, and their families. Said legislation shall require regular inspections by certified personnel of the Environmental Protection Agency to ensure that all standards are met, including the processes of cleanup and removal and shall prescribe penalties for noncompliance by school governing bodies. (78, 85)

A–26. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries unless geological and other studies indicate that states contiguous to the disposal site could be directly affected; in such case all the affected states should make the final determination. (79, 86)

A–27. Nuclear Power Plants

The National Education Association believes that nuclear power plants are potentially hazardous to the health of children, school personnel, and the community. Therefore, the Association urges its members to work with local community groups and power companies to find alternatives to the construction of new nuclear power plants as well as to require strict monitoring of those nuclear power plants currently in operation.

The Association further believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All school personnel must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82, 86)

A–28. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69, 86)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B–1. Instructional Excellence

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 86)

B–2. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning. (85)

B–3. Early Childhood Education and Kindergarten

The National Education Association strongly supports early childhood education programs through the public school system, including child development, child care, and special education. These programs should be aimed at equipping the preschooler for a successful kindergarten experience. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

The Association believes that early childhood programs must be staffed by trained and certified personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth, and be staffed by certified teachers, qualified support staff, and therapists.

The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance. The Association supports regulations requiring students starting kindergarten to have reached five years of age by September 1 of that year. (75, 86)

B–4. Middle School and Junior High Programs

The National Education Association recognizes the special needs of the early adolescent.

The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

B–5. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth.

The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 85)

B–6. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research

and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 86)

B–7. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

B–8. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

B–9. Need-Based Funding in Higher Education

The National Education Association believes that funding based only on enrollment discourages long-range planning and constrains the ability of colleges, community colleges, and universities to offer high-quality education. The Association supports funding programs in higher education based on student need and enrollment. (86)

B–10. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; students of low academic ability; underachievers; students socially promoted; pregnant students and teenage parents; and students who do not qualify for or have no desire to pursue a college program. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school personnel to execute these objectives and evaluations.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be certified or licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 85)

B–11. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. (80, 86)

B–12. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these children, such identification to include children from all socioeconomic groups. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 85)

B–13. Bilingual, ESL, and LEP Education

The National Education Association believes that bilingual, English-as-a-second-language (ESL), and Limited English Proficiency (LEP) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The LEP program includes those students whose primary language *may be English* and develops proficiency in English either through a systematic instructional approach or through other unique programs. This program encompasses all students not proficient in English who are not eligible for bilingual education or English-as-a-second-language programs.

The Association urges that bilingual, ESL, and LEP programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into or maintained within the total English program until they have demonstrated the ability to function in such a program. These students should not be enrolled in special education classes because of linguistic differences.

The Association supports federal and state legislation that would require and fully fund bilingual, ESL, and LEP programs for all students who are not proficient in the English language.

The Association also believes that legislation must provide funds for current programs, including those for preparation of educational employees. (81, 85)

B–14. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive teacher training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 86)

B–15. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B–16. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing and maintaining adequate and equal educational programs that preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in

meeting the educational needs of American Indian/Alaska Native students.

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C.

i. Continued instruction in traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives.

j. The continued control of native lands by American Indians/Alaska Natives. (76, 86)

B–17. Chicano-Hispano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of enough bilingual visiting teachers and counselors to meet student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs that respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 86)

B–18. Asian and Pacific Islander Education

The National Education Association recognizes the complexity and diversity of needs of Asian and Pacific Islander children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian/Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Islanders to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 86)

B–19. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of Black American children and promote the preservation of their heritage and culture. (81, 86)

B–20. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 85)

B–21. Education for All Handicapped Students

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.

i. Both regular and special education classroom teachers must have a major role in determining individual education programs.

j. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

k. Staff must not be reduced.

l. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

m. Communications must be maintained among all involved parties.

n. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

o. Individualized education programs should not be used as criteria for the evaluation of teachers.

p. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

r. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

s. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

t. Student placement must be based on individual needs rather than on space availability.

u. Classroom teachers who serve the handicapped child must have scheduled access to resource personnel. (78, 86)

B–22. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

B–23. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students. (79, 86)

B–24. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association advocates the implementation of bilingual/bicultural programs and remedial instructional programs that address the individual instructional needs of migrant children in the United States, regardless of the availability of federal and state funds to support such programs. (75, 86)

B–25. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest and sexual abuse, the effects of sub-

stance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 85)

B–26. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

B–27. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and existing industrial and practical arts education courses. (76, 86)

B–28. Energy Education

The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a "National Energy Education Day" and to encourage energy education programs at all levels. (85, 86)

B–29. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

B–30. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development and therefore must be included as a component of education.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum. (80, 86)

B–31. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, and other cultural influences condition children and youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (86)

B–32. Law-Related Education

The National Education Association supports law-related education as an integral part of the K–12 curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 86)

B–33. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 86)

B–34. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 86)

B–35. Student Health and Personnel Services

The National Education Association believes that every student should have direct access to health, social, and psychological services within both the educational and community settings.

The Association also believes that health, social, and psychological services to children must be delivered by certificated professional school personnel.

The Association further believes that these services dealing with children's physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

b. Programs for early identification and diagnosis of health and/or learning disabilities

c. Programs, such as direct services within the schools and referrals to and coordination with community and local governmental agencies, that work to resolve identified disabilities

d. Programs that promote health awareness for students, school employees, parents, and community

e. Programs taught by certified specialists that include health education and physical education commensurate with maturation levels of children.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 85)

B–36. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 86)

B–37. Child Abuse/Exploitation

The National Education Association believes that all children should be protected from any form of child abuse and/or exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of preparation courses and professional development programs for all school personnel that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association and its affiliates urge the enactment of federal, state, and local legislation that would—

a. Provide school personnel reporting suspected child abuse immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse/exploitation

c. Provide due process for school personnel accused of child abuse/exploitation while performing their duties

d. Provide for protection of children from other children. (74, 85)

B–38. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 85)

B–39. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards be given to parents and/or guardians. (81, 86)

B–40. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors. (75, 85)

B–41. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 86)

B–42. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21. (72, 85)

B–43. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 86)

B–44. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 86)

B–45. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 86)

B–46. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 86)

B–47. Nonviolence in Schools

The National Education Association believes that school employees and students should be safe from violence. The Association urges appropriate agencies, including local/state/national governments, public safety agencies, and school administrators, to use their authority to prevent violence in schools and in society so that children can live in a safe environment. (86)

B–48. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. High expectations and effective instruction promote self-control and responsible behavior in students. Boards of education in conjunction with local affiliates should develop policies and standards that would provide the necessary administrative support to school employees for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports the right of all students to due process and an orderly learning environment. (75, 85)

B–49. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (80, 86)

B–50. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

B–51. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 86)

B–52. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

B–53. Educational Bureaucracy

The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

B–54. Business Support for Public Education

The National Education Association believes that the business community should play a co-

operative role with the Association in the support of public education.

The Association urges local affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community. (84, 86)

B–55. Lifesaving Techniques

The National Education Association advocates training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82, 86)

B–56 . Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

a. All education employees must be afforded the opportunity to explore the potential of emerging technology and must have access to necessary materials for managing and advancing instruction.

b. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.

c. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

d. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology.

e. All students and staff should have an understanding of copyright law and the responsible use of technological materials.

f. Instructional technology should be used to support rather than supplant the classroom teacher. (81, 86)

B–57. Metric System

The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B–58. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

a. An increasing portion of public funds should be for direct instruction of the student.

b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

h. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

i. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

j. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

k. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged. (77, 86)

B–59. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

B–60. Federal Impact Aid

The National Education Association is concerned about inadequate funding to maintain quality education for children in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 85)

B–61. Education of Refugee Children and Children of Undocumented Aliens

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented aliens.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association further believes that an environment free from harassment for these children should be assured by local, state, and federal authorities. (80, 86)

B–62. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

B–63. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C–1. A Credentialed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate/license, or who holds the appropriate vocational certificate. The Association believes that private K–12 educational institutions meeting this hiring criterion would be eligible for federal funds or grants.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 86)

C–2. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If, after an evaluation process that follows all the above provisions of this resolution, and if, after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 86)

C–3. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, recertification or

relicensing, evaluation, placement, ranking or promotion of certified teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 85)

C–4. Administrator Training and Evaluation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator certification and have periodic teaching experience. Areas of training should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If, after being given sufficient time and opportunity for improvement, an administrator is reevaluated and found to be incompetent, the chief administrator should begin dismissal proceedings with guaranteed due process. (85, 86)

C–5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades K–12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 86)

C–6. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 85)

C–7. Teacher Preparation Programs: Entry

The National Education Association believes its affiliates should take immediate steps to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 85)

C–8. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing K–12 teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are certified and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment and certification

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 86)

C–9. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 86)

C–10. Teacher Preparation Programs: Professional Participation

The National Education Association believes its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

C–11. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes school policies should provide release time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Release time should be equitably provided, without preference given to administrative personnel. (86)

C–12. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employee. (76, 85)

C–13. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

C–14. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad. (74, 86)

C–15. Intern Programs

The National Education Association believes that intern programs should be utilized solely for

the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 86)

C–16. Mandated Standards for Educational Programs

The National Education Association believes that any mandated standards for educational programs should set only broad, general guidelines and should not be based on student achievement.

The Association also believes that such mandated standards should be established only in consultation with the NEA affiliate and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards. (77, 86)

C–17. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 85)

C–18. School Libraries/Media Centers

The National Education Association believes that a comprehensive library/media program—including printed and nonprinted resource materials, instruction in library research and information skills, and certificated librarians/media specialists—must be provided for each elementary and secondary school. (80, 86)

C–19. School Nurses

The National Education Association believes that all students should receive the immediate services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all certified school nurses seeking to augment their skills in delivering health care services to the handicapped school-age population.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 85)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

D–1. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

D–2. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be age appropriate, be free of of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher-level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 86)

D–3. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 86)

D–4. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

D–5. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 86)

D–6. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

E. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

E–1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

E–2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association also demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the

master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 86)

E–3. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 86)

E–4. Salaries and Benefits

The National Education Association believes that salary and benefit structures are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service.

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

d. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay

e. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities

f. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Dependent care leave
f. Sabbatical leave
g. Paid professional leave
h. Paid association leave
i. Workers' Compensation
j. Life insurance
k. Severance pay
l. Tuition reimbursement
m. Personal assault protection
n. Long-term physical and mental disability insurance
o. Benefit extension for laid-off employees
p. Religious leave
q. Retirement compensation
r. Unemployment compensation
s. Optical insurance
t. Dental insurance
u. Legal insurance
v. Reimbursement for damage to or loss of personal property at work site.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave. (69, 86)

E–5. Economic Welfare

The The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

E–6. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

E–7. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

E–8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of *ex parte* injunction, jailing, setting of excessive bail, fines, firing of members, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges all local and state affiliates to provide financial assistance to NEA affiliates engaged in a sanctioned strike. (69, 86)

E–9. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

E–10. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience
b. An equitable share of all fringe benefits
c. An agency shop provision
d. The right to revert to full-time status. (81, 86)

E–11. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

E–12. Education in Correctional and Rehabilitation Agencies

The National Education Association believes

legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

E–13. Employment in Federal Schools Overseas

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

E–14. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 86)

E–15. Educators and Active Duty Service

The National Education Association believes that a school employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 86)

E–16. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

E–17. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 86)

E–18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides have written job descriptions that define their duties and that such aides be used only for noninstructional assistance to the classroom teacher. (69, 86)

E–19. Noninstructional Support Staff

The National Education Association recognizes that noninstructional support staff share the same community of interest with professional staff. The Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff. The Association further believes that such support staff should not be displaced by temporary or part-time workers. The Association urges that salaries and benefits for noninstructional staff be competitive with those for similar positions in private industry. (77, 86)

E–20. Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

E–21. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 86)

E–22. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of school employees.

The Association also believes that laws and master contracts must afford school employees adequate written notice of hearing, including charges. Such laws and master contracts must provide for representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 86)

E–23. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

E–24. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators should be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 85)

E–25. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.

f. Provisions permitting the purchase of credit earned while a member of another retirement system.

g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.

h. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20

years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

i. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

j. Automatic cost-of-living increases to retirees and beneficiaries.

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

m. Nondiscrimination on the basis of sex or marital status.

n. Retirement credit for unused sick leave.

o. All compensation, including extra-duty pay, in computing retirement benefits.

p. Benefits not reduced by other sources of income, including Social Security benefits.

q. Preretirement counseling.

r. Retirement housing facilities for members.

s. School employees' contributions and benefits that are not subject to federal income taxation.

t. Nondiscriminatory Internal Revenue Service rules and regulations.

u. An annual financial statement distributed to all members.

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members.

w. Provisions to purchase pension credit for any previous Department of Defense teaching service. (69, 86)

E–26. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 86)

E–27. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service retirement system and should not be merged with the Social Security system. (79, 86)

E–28. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

E–29. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 86)

E–30. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 86)

E–31. Protection of Educational Employee Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 86)

E–32. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students, the changes in methods of teaching, and the presentation of instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 86)

E–33. Right to Privacy

The National Education Association believes that employees should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions

e. The right to be guaranteed the existence of only one personnel file per employee.

f. The right to confidentiality of medical records. (75, 86)

E–34. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 86)

E–35. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

E–36. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

E–37. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 86)

E–38. Save Harmless/Teacher Liability

The National Education Association believes that educational institutions should—

a. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

b. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 86)

E–39. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

E–40. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should only be required when there is reasonable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 84)

E–41. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports Employee Assistance Programs as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 86)

E–42. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 85)

F. SECURE PROFESSIONAL AUTONOMY

F–1. Professional Standards and Practices Board

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards and practices board, composed of a majority of practicing public school teachers.

Professional standards and practices boards should have exclusive authority to license and/or determine if and how a certificate will be recognized for professional educators. These boards should also have the authority over the approval of teacher preparation programs and over the suspension, revocation, or withdrawal of such certificates, licenses, and approvals. (69, 86)

F–2. Certification and Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards and practice boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for certification and licensure into the profession.

The Association asserts that a teaching certificate and license should signify that an individual entering the teaching profession is competent to teach. A teaching certificate/license must be recognized as the primary requirement for employment in every public and private school (K–12). No certificate or license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency certificates or licenses should be issued. No assignments should be permitted outside the teacher's area of certification or licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes that require teachers to renew their certificates or licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used as the basis for recertification or relicensure.

The Association supports regulations that would put credentialed educators with teaching experience in decision-making roles in licensing/credentialing agencies. (85, 86)

F–3. Accreditation of Teacher Preparation Institutions

The National Education Association believes teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards and practices board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that the Council of NCATE and the NCATE Board of Examiners must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 86)

G. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

G–1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express

their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

G–2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

G–3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

G–4. The Right To Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

G–5. Representational Rights for Citizens of the District of Columbia

The National Education Association urges its affiliates to promote the ratification of an amendment to the U.S. Constitution that would provide for full representation for the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and the federal payment to the District of Columbia should be based on an established formula. (69, 86)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H–1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 85)

H–2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 85)

H–3. Institutional Discrimination

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges it s members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

H–4. Ethnic-Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic-minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 86)

H–5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

H–6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

H–7. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

H–8. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude

This space contributed as a public service.

MILLIONS OF PEOPLE HAVE BEEN CURED OF A DISEASE MOST PEOPLE THINK IS INCURABLE.

We've made significant progress against most forms of cancer.

But, as far as many people are concerned, cancer is still a fatal disease.

There are nearly three million people who would disagree. People who have had cancer and are now cured.

For certain forms of cancer, the progress we've made is nothing short of miraculous.

With early detection and prompt treatment, the survival rate for Hodgkin's disease can be as high as 74%. Childhood leukemia: as high as 65%. Colon and rectal cancer: as high as 75%. Breast cancer: as high as 90%.

Today, one in every two people who get cancer will survive.

As far as we've come, we still have quite a way to go. And for that, we'd like your help.

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develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 86)

H–9. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

H–10. Student Athletes

The National Education Association urges K-12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes. Exploitation of these students for economic and/or personal gain is deplorable. These students should be provided with an opportunity to complete an academic program.

The Association urges K-12 schools, colleges, universities, and parents to set the successful completion of an academic program as the first priority for student athletes and to monitor and promote their academic success. (84, 86)

H–11. Standardized Testing of Students

The National Education Association believes standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free.

The Association urges its affiliates to guard against any misuse of standardized tests.

The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a post-test review of all standardized test questions, scores, and rationale for the correct answers. (78, 85)

H–12. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, non-abusive and nurturing environment. The Association urges its affiliates to support legislation that recognizes and promotes this concept.

If a child's own family is unable to care for him or her, the Association believes that—

a. The child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child. The Association supports—

(1) Screening and training of potential foster families

(2) Continued training and supervision of families providing foster care

(3) Auxiliary services, including therapy, for children who need them

(4) Ongoing communications of pertinent information between the social service agency and school personnel when appropriate

(5) Protection and counseling for the child who has been abused

(6) Adequate financial support to foster care providers which reflects both the needs of the child and the importance of the care.

b. Parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home. When a child is placed in temporary foster care, every effort should be made to ensure the child's stability of educational environment by minimizing changes in the schools attended.

c. If it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, a child should not be permitted to remain in temporary care, and efforts should be made for the legal release for adoption. To expedite the location of a permanent adoptive family for the child, it is recommended that after 90 days the child should be registered with an agency such as the National Adoption Center. (84, 86)

H–13. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 86)

H–14. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

H–15. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination. (84, 85)

H–16. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

H–17. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming "Martin Luther King Day" as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 85)

H–18. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates in conjunction with other school/community groups to lead in breaking down barriers that limit this freedom. The Association strongly opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 86)

H–19. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

H–20. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex and supports the EEOC guidelines, which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 85)

H–21. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of

family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

H–22. Child Support Payments

The National Education Association supports efforts on the part of local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83, 86)

H–23. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 85)

H–24. Federal Support for Public Welfare

The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 86)

H–25. Protection of Handicapped Infants

The National Education Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care. (85)

H–26. Protection of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 85)

H–27. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in the war, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these veterans to meet their needs now and in the future. (81, 86)

H–28. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored, and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

H–29. Highway Safety

The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles. (82, 86)

H–30. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 85)

H–31. World Peace

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

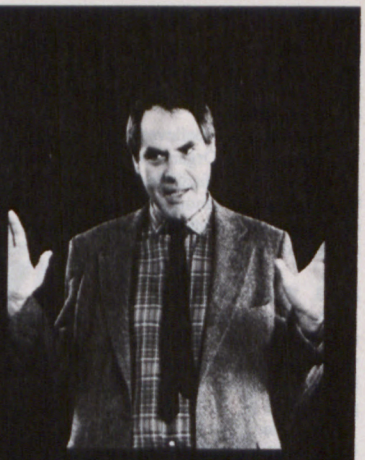
The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity. (73, 86)

H–32. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights



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of nations to coexist within safe and secure borders. It applauds those nations, such as Israel and Egypt, that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict, such as Ireland, where such needs exist. (85, 86)

H–33. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

H–34. Nuclear Freeze

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of a bilateral treaty with the U.S.S.R. for the cessation of all nuclear weapons testing, providing it contains adequate enforcement machinery, including on-site inspections. (82, 86)

H–35. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution, as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82, 85)

H–36. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals. (77, 86)

H–37. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary. (76, 85)

H–38. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need, as well as the education of both adults and children concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 86)

H–39. The Right To Organize

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that these rights be advocated where they are now abused or denied and strengthened where they are now secured. (82, 86)

H–40. Care of the Mentally Ill

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

I–1. Strong Professional Associations

The National Education Association believes an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74, 86)

I–2. Supporting Locals in Jeopardy

The National Education Association believes assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes assistance should be given to those local associations that have been—

a. Targeted for take-over efforts
b. Taken over by competing organizations
c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

I–3. Appointments by the President of the United States

The National Education Association believes the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. (70, 86)

I–4. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. It also believes that school policies should provide release time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 86)

I–5. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

I–6. Retired Member Participation

The National Education Association believes its retired members should have the opportunity to gain information about and provide input into association programs and activities at the national, state, and local levels. (76, 86)

I–7. Promotion of Teaching as a Career Choice

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations.

The Association encourages individuals interested in teaching as a career to attend NCATE-accredited institutions. The Association believes high school counselors and advisors should be aware of the advantages to students who attend NCATE-accredited institutions. (80, 86)

I–8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA Resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 86)

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